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교육학석사학위논문

**Korean High School Students' L2 Reading
Experience in Self-Directed Extensive
English Reading**

자기주도적 영어다독에서의 한국고등학생들의 읽기 경험

2017 년 8 월

서울대학교 대학원

외국어교육과 영어전공

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**Korean High School Students' L2 Reading
Experience in Self-Directed Extensive English
Reading**

by

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Korean High School Students' L2 Reading Experience in Self-Directed Extensive English Reading

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ABSTRACT

Reading skill has been long thought of as one of the most important skills which English learners must have in Korea and as a key element in English education. However, English reading education in Korea public schools has been too much teacher-centered, not student-centered until now. Therefore, it is rather difficult for students to recognize the pleasure of reading. Language experts and practitioners have emphasized that extensive English reading is important to make students have positive reading experiences in English and to be autonomous readers in the future. The purpose of this study was to examine the feasibility of self-directed extensive English reading in Korean public schools as a way for students to experience extensive English reading. The study explored students' changes in reading behaviors and affective areas while reading English books extensively.

Eleven male high school students participated in this study. For this study, each student read about 10 English books in a self-directed way (self-selection of books and self-control of the whole reading processes) and wrote 8 narrative writings for 4 months. They also had two semi-structured interviews (pre/post interviews) and two surveys while doing self-directed extensive English reading. The data from these activities were analyzed qualitatively to explore students' authentic thoughts on extensive English reading.

In the self-directed extensive English reading, students showed setting up their own reading purposes and choosing their own books with satisfaction. They read books with responsibility according to their own plans (place, time, amount of reading and so on).

Even though there were students' dilemmas while reading, they overcame the dilemmas and were accustomed to reading English books. The students also showed that they become much more familiar with English books and confident in English reading while reading. Through this self-directed reading experience, they found out the pleasure of reading English books and paved the way for being an autonomous reader in the future.

This study showed the possibility of implementing self-directed extensive English reading into Korean public school system. It also presented that self-directed extensive English reading can be an alternative reading approach to traditional reading education in Korea. Students have the ability to read English books in a self-directed way with accountability. Therefore, facilitating them to read in that way is more helpful for learners to find the pleasure of reading and be autonomous readers.

Key Words: extensive reading, self-directed reading, reading behavior,
affective characteristics of reading, narrative writing, autonomous reader

Student Number: 2011-21525

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CHAPTER 1.

INTRODUCTION

This study investigates eleven Korean public high school students' self-directed extensive English reading experiences and what they gain from the experience by employing qualitative methods. This study mainly deals with the inner voices from the participants to explore true responses on self-directed extensive English reading. In this chapter, the purpose of the study is discussed in Section 1.1, research questions are introduced in Section 1.2, and the organization of the thesis is explained in Section 1.3.

1.1. Purpose of the Study

We are living in a world inundated with reading materials such as books, newspapers, magazines, journals, and Internet web pages. To deliver all sorts of information through these medium, language is an essential tool. In particular, in spite of the diversity of languages around the world, English is the most common method of human communication to share various kinds of information. According to Wikimedia (2014), English is used in more than 55.5% of Internet websites as a communication tool. And a great number of books, newspapers, magazines, and journals around the world are also written in English as well. Given this situation, the importance of English reading skills should not be underestimated in obtaining information from the society.

In EFL countries like South Korea, one's ability to read English has been considered highly important in evaluating the English proficiency for a long time. In addition, it is still not easy to have a chance to speak, write and listen in English if the language is not

the mother tongue of the general public. Therefore, most English classes in Korean public schools have been based on teaching reading skills to students. Due to this prevalent practice, many important exams are also intended to measure learner's ability to read English. For example, in the Korean CSAT (College Scholastic Aptitude Test), which is the most influential test for entering universities, reading is very important to get good English scores. This kind of educational atmosphere in Korea forces students to focus on only learning reading skills, which is a negative washback effect of an exam (Bailey, 1996).

In terms of teaching English reading, however, Korean public schools have employed a traditional teaching method at English reading classes called teacher-centered "Grammar Translation Method (GTM)." Many Korean students learned to read in English through this method, which was regarded as a typical way to learn reading skills. Brown (2001) said that GTM is sometimes successful in developing reading skills for a second language, but it is a method which has no supporting theory. Despite the lack of theory, many English classes in Korean public schools have used this method to teach reading skills because of its conveniences: easy to prepare classes and score tests objectively on teacher's side and EFL students' little motivation to go beyond grammar analogies and translation (Brown, 2001).

This teacher-directed method, however, did not give students opportunities for reading English books in a free and self-directed manner, which makes students think that English reading is very boring and fearful. As a result, many Korean students do not want to read English books for pleasure. They think that reading English is only necessary for getting good scores on exams, just doing decoding at the sentence level. Such perspective toward

English reading prevents them from learning English in a natural and authentic circumstance. To learn English more naturally and effectively, however, students need to read English books more freely and extensively inside and outside classes.

For the purpose of reading, books are the most easily accessible and authentic materials to be exposed to English. According to Environics (2013), books (whether print or electronic) are the most preferred reading format. Through them, readers can have opportunities to master English structures in repeated and predictable linguistic patterns (Xu, 2003, cited in Mart, 2012). Therefore, students have to read many books to improve reading skills and to acquire authentic English.

Extensive reading is a very effective way to get accustomed to English in an EFL situation. Many researchers have studied for a long time the effects of extensive English reading on L2 language learning (Krashen, 2004; Suk, 2016; Yamashita, 2015) and they have found that it had positive impacts on English learning. For example, extensive reading enhances reading fluency (Iwahori, 2008, Beglar et al., 2012), vocabulary acquisition (Horst, 2005; Nation, 2001; Pigada & Schmitt, 2006), writing (Janopoulos, 1986; Tsang, 1996), and reading speed (Bell, 2001; Cha, 2009; Nuttall, 2005). These studies showed the positive benefits in cognitive aspects of extensive reading. But there are also many affective benefits through extensive English reading. Many previous studies showed that extensive reading has positive influences on motivation and reading attitude (Constantino, 1995; Judge, 2011; Nishino, 2007; Rodrigo et al, 2014).

Even though there are many positive results from reading English books extensively, Korean students do not have chances to read English books freely in and out of school.

In order to get the most out of English books, students must read many books voluntarily. According to Allington (1977), the most important thing for improving reading skills is for readers to have much time to read alone. Krashen (2004) also argued that reading itself promotes reading. From these points of view, student's autonomy in reading is empowered to control the reading process.

In addition to that, English reading needs to be a pleasant experience for making learners keep reading. Wolf (2007) mentioned that affective involvement from pleasure fosters cognitive processes such as focused attention and improves comprehension of what learners are reading. Accordingly, it goes without saying that English reading without positively affective experiences cannot make readers learn or acquire English from reading and it will be also difficult for readers to be free voluntary readers (Krashen, 2004) in the future. Like this, to be an autonomous reader who knows the pleasure of reading, "self-directedness" in reading behavior is the most critical factor.

There are many studies which deal with the self-directedness in extensive English reading in Korea (Jeon, 2012; Kweon, 2012; Min, 2013; Youn, 2015). However, they were usually conducted with university-level students or with teacher's intervention in reading processes. In addition, most of participants were students who were motivated to learn the language or interested in English. The study with general high school students to see what kinds of experiences they have through self-directed extensive English reading is very rare in Korea. Accordingly, this study aims to understand how eleven general high school students thought about self-directed extensive English reading by observing their reading behaviors. In addition, this study gets much closer to the participants' affective areas while listening to their inner voices on reading English books

extensively. Therefore, the researcher did his best not to intervene participants' reading processes to obtain more self-directed data. To make English reading class more student-centered and improve students' autonomy on English reading, this study will shed a new light on English reading class in Korean public secondary school.

1.2. Research Questions

In this study, the experiences of EFL high school students' self-directed extensive English reading are observed. The study also describes how students change during the process of self-directed extensive English reading and what they think about the experience in depth. With various ways for collecting data (Interviews, Narrative Writings, Surveys), the following two questions are suggested to explore participants' reading experiences.

1. What are high school students' L2 reading behaviors during self-directed extensive English reading?
2. What affective characteristics do the students have during self-directed extensive English reading?

1.3. Organization of the Thesis

The present study consists of six chapters. Chapter 1 introduces the purpose of the study and outlines the research questions. Chapter 2 provides an overview of theoretical and empirical studies on extensive reading and self-directed reading. Chapter 3 describes

the employed methodology in this study. Chapter 4 and Chapter 5 report the findings in participants' reading behaviors and affective areas, discussing them. Finally, there are the summary of the major findings with pedagogical implication, and suggestions for future studies in Chapter 6.

CHAPTER 2.

LITERATURE REVIEW

In this chapter, the supporting theories for implementing self-directed extensive English reading in a public school setting are introduced. Section 2.1 explains the general concept of extensive reading with its characteristics and the affective benefits. Section 2.2 introduces general understanding of self-directed reading and its benefits. Finally, previous studies on extensive English reading in Korea will be introduced in Section 2.3.

2.1 Extensive Reading

This section presents the literature reviews on extensive reading (ER). In 2.1.1, the concept of extensive reading is introduced with intensive reading. Then there is the explanation for the characteristics of extensive reading in 2.1.2. Lastly, affective benefits of extensive reading are discussed in 2.1.3.

2.1.1. Concept of Extensive Reading

Extensive reading is not a new teaching approach. Harold Palmer (1968) in Britain had already used the term extensive reading in foreign language teaching. And many other scholars and educators in language teaching used similar expressions such as ‘supplementary reading’, ‘book flood’, ‘pleasure reading’ and ‘free voluntary reading’. Day and Bamford (1998) developed it as a practical and adjustable reading skill in school circumstances. They defined that extensive reading as providing a large number of easily comprehensible books to learners, and improving learner’s reading proficiency while

making them enjoy reading books. In other words, extensive reading starts from reading huge amounts of comprehensible books or reading materials. They argue that this is the very essence of the extensive reading and all benefits are based on it. Likewise, Grabe and Stoller (2011, cited in Yamashita, 2015) defined that extensive reading is to let learners read large quantities of materials within their linguistic competence. In short, extensive reading is to read a lot of easy books or reading materials in a comfortable situation.

To understand the concept of extensive reading more clearly and easily, it is very helpful to compare extensive reading with intensive reading.

Intensive reading is a traditional and dominant reading approach in Korea. Many teachers and instructors still have used intensive reading approach to teach reading skills in class. However, because of the prolonged practices of English reading class in Korea, students do not know how to enjoy reading materials. The only thing they are concerned about while learning the language is how to translate English sentences into Korean and how to solve the questions in English exam-related books. Especially, to increase intensive reading skill, the rote memorization of isolated vocabulary and grammar rules is needed. Therefore, students do their best to learn the meaning of words and grammar rules without thinking how to use them in authentic situations. This is a really hard and boring experience and many Korean students suffer from learning in this manner. That's why the concept of intensive reading approach can easily be guessed in Korea. Otherwise, to understand the concept of extensive reading, many researchers explained the distinctions between intensive and extensive reading.

Apple (2007) argued that intensive reading is to read difficult passages for studying vocabulary and grammar structures. Intensive reading is generally at a slower speed, and requires a higher degree of understanding than extensive reading (Richards & Schmidt, 2002, cited in Yamshita, 2015). On the contrary, extensive reading is reading a large amount of easy texts to learner's current proficiency level for increasing reading fluency and sight word recognition (Apple, 2007). Richards and Schmidt (2010) also defined that "extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (p. 212). Day (2016) also compared extensive reading and intensive reading in Table 2.1.

Table 2.1 Extensive Reading and Intensive Reading

(Adopted from Richard Day (2016))

Extensive Reading	Intensive Reading
· Overall understanding	· 100% understanding
· Read a lot	· Limited reading
· Easy texts (i-1 level)	· Difficult texts (i+1 level)
· Fluent reading	· Word-for-word reading
· Read for meaning in English	· Translate into first language
· No direct study of grammar	· Focus on grammar use and rules
· No comprehension questions	· Many comprehension questions
· No direct teaching of strategies	· Direct teaching of strategies

· Ignore unknown word	· Use dictionaries
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As we can see in Table 2.1, readers feel less burdened from extensive reading, compared to intensive reading. There are many “No – things” in extensive reading and it will make readers have an easy access to books. In addition, intensive reading makes reading speed usually slow. That is because readers may pause to look up words in a dictionary and it slows the reading rate. In case of L2 intensive reading, readers may even translate a word or sentence into the L1 by writing down translation or by speaking aloud. Grabe and Stoller (2002) argued that less skilled L2 readers are slow in word recognition and generally weak at rapid and automatic syntactic processing. This is because L2 readers are developing an overt knowledge of L2 grammatical structures before they become fluent readers in second language. In the same vein, Ellis (2005) claimed with confident that if students only receive inputs in the context of a limited number of weekly lessons based on some course book, they are unlikely to achieve high levels of L2 proficiency. Therefore, to improve L2 ability, learners need to extensively read easy English materials as much as possible, whenever and wherever they feel comfortable.

2.1.2. Characteristics of Extensive Reading in L2

Extensive reading approach has its own special features. Accordingly, recognizing them is helpful to induce learners to do ER in and out of class. For the purpose of practically implementing self-directed extensive reading (SDER), it is much better for teachers to consider the “top ten principles for teaching extensive reading” (Day & Bamford, 2002). Day and Bamford (2002) suggested these principles as useful guidelines for carrying out extensive reading in class. The top ten principles are: *1. The reading*

material is easy. 2. A variety of reading material on a wide range of topics is available. 3. Learners choose what they want to read. 4. Learners read as much as possible. 5. The purpose of reading is usually related to pleasure, information and general understanding. 6. Reading is its own reward. 7. Reading speed is usually faster rather than slower. 8. Reading is individual and silent. 9. Teachers orient and guide their students. 10. The teacher is a role model of a reader (pp. 137–141).

These ten principles can be summed up into four essential concepts for extensive reading: 1) Learners choose easy books according to their own interests and 2) read as many books as possible individually. 3) Extensive reading should become a pleasant process, and 4) teachers need to be the facilitator or the role model of a reader.

2.1.2.1. Book Selection

Students personally have various types of interesting areas. In addition, each student's level of language ability is much more diverse. Therefore, teachers cannot provide the cure-all and perfect books for their students' reading. Instead, allowing them to select their books is appropriate for extensive reading. Briggs and Walter (2016) carried out a program called "Italy Read On." In the study, they explored the causes of making students keep reading. And they realized that "participant's freedom of choice" is the key factor to make readers keep reading. Many researches show that the freedom of choice over reading material is important to increase reader's autonomy and motivation. Wilson, Carroll and Werno (2014) argued the importance of text selection, allowing students to choose their own reading material. In the same vein, Takase (2007) mentioned that the freedom of choosing reading materials and places to read have contributed positively to

the participant's motivation for L2 reading. Sheu (2004) also contended that the right to choose materials that are meaningful to them will lead to enthusiastic reading, thereby improving the English proficiency.

As many researchers say, self-selection of books is a very essential factor to carry out self-directed extensive reading. In this study, to improve self-directedness and autonomy, books are selected by participants in accordance with their linguistic ability and interest.

2.1.2.2. Number of Books to Read

Deciding how much books students have to read for extensive reading is very hard. Generally, the amount of reading is different depending on reader's level. But there is a guideline for that (cited in Shin, 2006).

1) 30 pages for one hour (Hill & Thomas, 1988:50)

2) 50 pages for one week (Paulston & Bruder, 1976:202)

3) 60 books for one year (Bright & McGregor, 1970: 69) (p.135)

But many studies about extensive reading show that the more students read, the greater the benefits they will receive (Day & Bamford, 2004). Eskey (1986) also noted that reading is such a gradually developing process that there is no way that a reader can develop better comprehension skills and greater confidence in his skills, without doing a lot of reading. Thus, in extensive reading, if the level of books is appropriate for a reader, reading many books is the most appropriate way for developing reading skills.

2.1.2.3. Pleasure Reading

Pleasure is a very important factor that encourages people to continue reading. Therefore, teachers need to keep that factor in mind when guiding students to read in second or foreign language. Moreover, reading is a very complicated process. Grabe (2009) stated that reading is a rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning and linguistic process. Therefore, brain does not like the reading process. Reading in a second or foreign language is especially more complicated than that in native language. That's why Korean students do not want to read books in L2. However, if students feel that reading is pleasant and fun, teachers do not need to guide them to read. Trelease (2001, cited in Krashen, 2004) argued that one "home run book," which gives a highly positive experience to a reader, can make him or her a life-long reader. Therefore, when a teacher designs reading lessons or wants to build students' reading habits, pleasure is the essential element to take into consideration for L2 reading class. For pleasure of reading, extensive reading is on the right track. Yamashita (2015) argued that ER is reading for pleasure. And only when people can enjoy reading, do they continue to read for its own reward. She also mentioned that pleasure not only motivates readers but also has positive effects on their cognitive functioning and conceivably facilitates comprehension and learning. And Krashen (1994) argued in the pleasure hypothesis that "free voluntary reading out of school" is the evidence that reading is pleasant. And he also showed that free reading in school is very pleasant to students compared to the traditional reading. That is, students can enjoy reading because of "pleasure."

2.1.2.4. Teacher's Role

According to the ten principles suggested by Day and Bamford (2002), teacher's role is a facilitator for extensive reading. Especially teacher's attitude toward ER can be a good model of reading and make students read books. Bandura (1986, cited in Loh, 2009) mentioned the importance of adult's behavior arguing that a child will follow the beliefs and behaviors of an adult perceived to be important. For example, if a teacher introduces his or her favorite books with enthusiasm and shows good examples of reading books, students willingly want to follow his or her footsteps and begin to read books gradually. Christine Nuttall (1996) mentioned that if a teacher is seen to read with concentration, to enjoy reading and to make use of books, newspapers and so on, students are more likely to take notice of him or her when the teacher urges them to do the same (p. 229, cited in Day & Bamford, 2002). Like this, teacher modeling itself is very important in extensive reading (Loh, 2009). In extensive reading, other roles of a teacher are to be a supporter and a confidence-builder. That is, many second language readers face or suffer from lack of confidence in L2 reading. In this situation, teacher's truthful support is helpful for students to overcome the fear of L2 reading and be more confident. And it will make students keep reading.

Until now, the concept and characteristics of extensive reading is introduced. From now on, the affective benefits in extensive reading are investigated for the reason that affective domain (Bloom, 1956) is a psychological factor that exerts positive or negative impact on learning. And Krashen (1982) emphasized the importance of affective domain in second language acquisition using the term "Affective Filter".

2.1.3. Affective Benefits of Extensive Reading in L2

To boost reading in L2, helping readers to have positive affective factors is very important. Wolf (2007) argued that an emotional process is very important in reading because it promotes readers' engagement in reading. Many previous studies on extensive reading described benefits in affective areas such as motivation and reading attitude. Rodrigo et al. (2014) conducted a study with low literate adults to investigate how their reading habits changed through extensive reading. And the result was that the ER group which had free choice of reading material and time to read during instruction hours, was more motivated to read and develop a reading habit. Furthermore, the participants in ER group showed positive attitudes toward reading even 6 months after the survey, visiting libraries or bookstores more often. Park (2015) explored students' perceptions toward extensive reading in ESL situation. He did the research with forty-four international university students through writing courses. After the study, the participants said that they felt easy and comfortable in extensive reading in English, which means their confidence toward English reading has been improved. In addition, the participants perceived that extensive reading is useful in many aspects of their English learning including reading, writing, and vocabulary. In a different study, Nishino (2007) closely examined two beginning EFL learners' motivational changes in extensive reading for 2.5 years, and found a strong correlation between learners' motivation and becoming a fluent reader. The more participants read books, the more fluent they became in reading with higher motivation.

As many studies showed above, extensive reading has great positive impacts on learner's affective domain. Especially in EFL setting, English learners' affective domain

is very vulnerable. If it is impaired, learners do not want to read English books or learn the language any more. Therefore, affective benefits must be taken into consideration in English reading class. However, even though extensive reading has many positive benefits in language learning, chances are very low for Korean students to experience English extensive reading at school. Miakmi (2016) argued that EFL learners have not received enough opportunities to read extensively in English and build strong English reading habits in school. Because in EFL context, teacher talk conquered reading class and students did not have a chance for reading in a reading class (Richard et al., 2011). And the amount of reading only in class is not enough to build reading habit or reading attitude in EFL situation. Therefore, students need more time to enjoy their books on their own whenever, wherever, and whatever they do.

2.2. Self-Directed Reading

This section deals with the literature reviews on self-directed reading. General understanding of self-directed reading is in 2.2.1 and benefits of it are in 2.2.2. And in this section, the term '*self-directed*' and '*self-regulated*' are used as synonym (Cosnefroy & Carre, 2014).

2.2.1. General Understanding of Self-Directed Reading

“No one can teach anyone how to read, or even how to read more effectively. But anyone can learn to read, and to read more effectively” (p.5), wrote Eskey (1986) while explaining the process of reading. This statement emphasized the importance of self-directed reading. And it is better to know what self-directed learning is before

understanding the concept of self-directed reading. Self-directed learning also refers to “self-regulated learning” or “self-controlled learning.” Self-Directed Learning (hereafter SDL) got the attention with the constructivism since 1980. Knowles (1975) suggested that SDL is a process in which individuals take the initiative, with or without the help of others, in the learning process and diagnose their learning needs, formulate goals, choose and implement learning strategies and evaluate learning outcomes (p.18). Thomson (1996) also said that SDL is the learning that learners have responsibilities on their own learning. They all emphasized that SDL is the self-responsible learning. Likewise, “Self-Directed Reading” in this study is focused on self-responsibility on reading behaviors. Zimmerman (1986) argued that self-regulated readers are those who set realistic goals, select effective reading strategies, monitor their understanding of the text and evaluate progress toward their goals. Horner and Shwery (2002) mentioned in their own study that allowing children to choose their goals and reading tasks increases the task value, which leads to engaged, self-regulated behaviors. Especially they said that choosing one’s own goal increases the value of their own task and helps them to engage in the task. However, self-directedness is a domain-specific concept (Raemdonck, 2006). Therefore, Raemdonck (2006) mentioned that a person could have a low self-directedness in writing but he or she could have a high level of self-directedness in reading comprehension. In addition, self-directedness can be a developmental feature. According to Petersen (1988), one of the changes in adolescent developmental stage is that they have an increasing desire for control and autonomy. Therefore, self-directed extensive English reading is an appropriate approach for high school students in L2 learning.

2.2.2. Benefits of Self-Directed Reading

Hiemstra (1994) maintained that learners need to be very self-directed in their lives to cope with the enormity of information in front of them. Being a self-directed reader is on the same wavelength. Selecting books and planning to read them by themselves make learners be more responsible and autonomous in their own reading. And through the process, readers become more independent. In addition, “the more self-directed the reader, the more opportunities they will be able to obtain for language learning” (Meshkat & Hassanzade, 2014). According to Horner and Shwery (2002), self-regulated readers can set obtainable goals in their tasks and select, use, monitor, and evaluate their own reading process. Through this process, they become more responsible for their own learning. In other study, Hayashi (1999) investigated Japanese university students’ reading strategies and extensive reading in EFL classes. In the study, the students who chose their books of interest by themselves were satisfied with reading and did not feel difficulties in grammar, vocabulary, and reading comprehension. Self-directed learning especially improves reading comprehension. Morteza et al. (2012) conducted a study to know the impact of self-directed learning on learners’ reading comprehension. And the result was that self-directed learning enabled learners to be efficient, active, motivated learners increasing reading comprehension in L2. In Korea, Park and Yoon (2013) conducted a study on the relationship between self-directness and English achievement. According to them, there is a very close and positively meaningful relationship between self-directness and English achievement. Therefore, they suggested that teachers need to consider how to improve students’ self-directness in their class. In sum, people who take the initiative in learning

(pro-active learners) learn more and better than those who passively sit at the feet of teachers waiting to be taught (reactive learners) (Knowles, 1975, p. 14).

Like this, self-directed extensive reading shows many cognitive and affective benefits in learning English. But Prowse (2002) said that “a class of students’ reading silently is not perceived as a class learning, let alone being taught, both by the students themselves and the school administration.” However, self-directed reading is an important type of learning and a necessary qualification to become a life-long reader or learner, preparing for the rapid changes of the world.

2.3. Previous Studies on Extensive English Reading in Korea

There have been many previous researches with positive results on extensive reading around the world (Bell, 2001; Hitosugi & Day, 2004; Mason & Krashen, 1997; Yamashita, 2015). And this trend affected Korean English reading education. Many teachers and students have increasingly recognized that learning complex and highly interconnected English only piece by piece is insufficient (Waring, 2012). Therefore, many early adapters carried out extensive reading in class and there have been many studies on extensive reading in Korea.

In respect to investigating the relationship between reading comprehension and extensive reading, Kweon (2012) demonstrated that it is needed to use extensive reading approach in class for students’ reading comprehension because in the research there was positive improvement in reading ability after extensive reading. Park (2017) also noted that extensive reading has a positive impact on students’ reading rate and comprehension when compared with intensive reading.

There are many studies which deal with the relationship between extensive reading and writing (Ha, 2017; Im et al., 2010; Park, 2006). Im et al. (2010) demonstrated that extensive reading is effective for improving middle school students' writing skill, especially, in accuracy and fluency area. Park (2006) found that English story reading in the individual or group work has positive impacts on students' reading and writing abilities, and furthermore it helps students to have positive attitude toward English reading. Ha (2017) noted that writing with extensive reading shows positive changes in students' reading, writing, and attitudes toward L2 reading.

Other related studies have been conducted to reinforce the feasibility of implementing extensive reading in class. Kweon and Kim (2008) examined incidental vocabulary acquisition through extensive reading and found that nouns are easier to retain than verbs and adjectives. Cha (2009) also found out the effects of extensive reading on vocabulary learning and reading rate with vocational high school students. The researcher examined the participants for 12 weeks and found not only the meaningful result on vocabulary learning but also participants' improved attitude toward English reading even with students rather indifferent to English language. Shin and Ahn (2006) found that different types of reading materials have impacts on the amount of extensive reading, attitude toward reading and motivation. Suk (2016) explored teacher and student perceptions for extensive reading with eight extensive reading activities, and the result was increased motivation for reading. However, this present study focuses on the affective domain of extensive reading to obtain theoretical and empirical foundations.

Many studies in Korea were carried out to investigate effects of extensive reading in affective area and implement them in classes (Kim et al., 2015; Kim & Chung, 2012;

Jeon, 2012; Min 2013, Byun, 2011). Kim et al. (2015) found out learners' attitude change toward L2 reading through extensive reading. The study was conducted with 6 Korean middle school students who were members of an English book club at school and observed their affective factors for 12 weeks. The result was that extensive English reading gave positive influences on reading habit and increased participants' motivation. Kim and Chung (2012) conducted a study to examine learners' interest and self-motivation after doing extensive reading with 66 university students. At first, the study was designed to investigate which method would be more effective for improving affective factors between reading quiz and reading log. However, the result was both of the methods as post-reading activities were helpful to increase interest and self-confidence in English reading. That is, reading experience in L2 itself, improved students' confidence and interest in English reading. Min (2013) observed the experiences of extensive reading with 10 college students. After 8 weeks of the program, most of the participants showed not only improved linguistic abilities but also positive attitude and interest in extensive English reading. Jeon (2012) carried out a study to explore the attitude and motivation for English reading after extensive English reading. Eight college students participated in the study and they read English books extensively in their class. This study also showed that extensive reading had a positive impact on English reading attitude and motivation.

In sum, extensive reading is very helpful for improving positive attitudes and motivation for English reading as well as for learning the language. Through the extensive reading approach, learners can be more active and avid readers. However, in Korean public secondary schools, it is still not implemented as a part of English curriculum

because of the intense preparation for College Scholastic Aptitude Test. And the “tiger moms” and the *hagwons* (private after-school learning institutes), who think that English needs to be learned one by one just for passing tests, prevent schools from carrying out extensive reading (Waring, 2012).

However, for the “living breathing English system” (Waring, 2012), this research will explore participants’ true inner voices on self-directed extensive reading in L2 and discuss its feasibility in public secondary school settings in Korea.

CHAPTER 3.

METHODOLOGY

This chapter describes the research method used in the study. It begins with the general information of the participants in Section 3.1. Then, it moves on to the characteristics of the materials used in Section 3.2. Section 3.3 explains what was discussed during the orientation of the current self-directed extensive reading program and how qualitative data was collected. Finally, the steps taken for analyzing and interpreting the data are introduced in Section 3.4.

3.1. Participants

Eleven male high school students in first year participated for this study. They all went to the same high school but their home-room classes were different. They had five English classes per week. Among them, textbook-based English classes with the researcher were three times a week. And they had one class for grammar and vocabulary and the other class for English extensive reading, both with different Korean English teachers. As the researcher and the participants met at least three times a week in class, the participants and the researcher were familiar with each other.

The participants' levels of English were very diverse. Some students had high scores in Korean standardized English reading test but others did not. So when the researcher asked the participants to take part in this study, most of them did not answer positively to the request at first and hesitated to participate. It seemed that they did not have much interest in reading English books and acquiring English or they thought that reading

English books except English textbooks was a time-wasting task for their study. However, according to the pre-interview, they were well-aware that reading English books is necessary to improve their English skill. And the reason they had been reluctant to join the research was self-doubts about their English abilities for reading English books.

When it comes to studying abroad, four students had been abroad just for a short family trip, but the others had never been abroad. Some students attended private English institutions for increasing their English exam scores at school. The others just studied at school, taking part in night time self-study in the classroom. They were not members of any English club. The participants were very ordinary and general male students in Korean high school.

3.1.1 Previous Reading Experiences of English Books

The participants in this study are all male students. This can be a bias toward male students in Korea, but Korean people usually think that male students do not like reading books. Instead, people say that they like to play sports or computer games. When the researcher asked them about their previous reading experiences, they gave rather negative responses. Two students said that the one and only memory on reading English books was in elementary school days. But except them, almost all participants could not remember when they read English books before except for school textbooks. In addition, the participants who read English books before had never read English books on their own will. They read English books as class homework or an assignment of private academy, which gave them rather negative impressions on reading English books.

The area where the participants live is not such a well-off area. Therefore, the participants have never experienced studying English abroad before. Instead, they rather have a tendency to rely on public school English education for their study. That's why they stick to the school English textbooks as a main English learning resource. And the one and only reason for reading in English to them is for solving questions in test preparation books or textbooks. Overall, the participants have not had positive experiences for reading English books before. And this is one of the reasons they were not willing to join this study when the researcher first suggested the extensive reading to them. Table 3.1.1. outlines the basic background information of the participants. The students' names in this study are pseudonyms.

Table 3.1 Basic Background Information of the Participants

Participants	Gender/Grade	Experience of Studying English Abroad	Number of English Books Read Before	English Test Score in School	
				1st semester score(level)	2nd semester score(level)
Seok	Male / 1 grade	No	0	32.53(8)	45.62(7)
Hoo	Male / 1 grade	No	1	38.11(8)	32.58(8)
Hoon	Male / 1 grade	No	4	50.31(7)	49.60(7)
Tae	Male / 1 grade	No	0	74.08(5)	69.21(6)
Seo	Male / 1 grade	No	1	94.03(3)	95.81(2)
Bin	Male / 1 grade	No	30	93.41(3)	97.00(2)
Woo	Male / 1 grade	No	50	89.07(4)	93.83(3)
Young	Male / 1 grade	No	2	89.93(4)	94.45(3)
Jung	Male / 1 grade	No	Some books in elementary school	97.33(2)	94.01(3)

Hwan	Male / 1 grade	No	Over 100 in elementary school	97.64(2)	97.52(2)
Hwa	Male / 1 grade	No	0	90.93(4)	90.63(4)

3.2. Reading Materials for Self-directed Extensive Reading

Most of the reading classes are teacher-centered reading classes in Korean public school settings. One advantage of the teacher-centered reading class is that students can easily meet good books to read from their teachers. However, except that, the conventional practices in Korean reading classes make students rather passive readers in reading English books. And sometimes it seems that students feel forced to read teacher-suggested books due to the authority of teachers. As a result, they may feel oppressed and sometimes lose the interest of reading books. In addition, every student has different kinds of interesting fields to read or study. Therefore, it is not easy to find perfect books for them. Brown (1987) mentioned that learners have different aims to study and learn in various ways. Hence, it is almost impossible to find a cure-all teaching method. Likewise, suggesting one good book which is appropriate to every student is almost impossible. Therefore, allowing readers to select their own books to read can be an ideal way of book selection. Giving them empowerment to choose their own books helps students to have accountability and autonomy on their reading (Horner & Shwery, 2002; Hayashi, 1999; Sheu, 2004; Takase, 2007). Furthermore, it makes them keep reading books. In this study, the researcher guided participants to choose their own books to read by means of the “Five Finger Rule.”

***Five Finger Rule:** a student opens to a page in the middle of a book and begins to read, raising a finger each time he or she encounters an unknown word. If five fingers are raised before the page is complete, the book is probably too challenging for the student to read independently (Padak & Rasinski, 2007, p. 351).*

Applying the rule, the participants chose their English books at the school library or local libraries based on their own interests or level of language ability (see Appendix 4).

3.3. Procedures

In this section, the orientation of the self-directed extensive reading program is introduced in 3.3.1 and how the data were collected is in 3.3.2. Finally, the way of analyzing the data and how to grasp the trustworthiness in qualitative research is suggested in 3.3.3.

3.3.1 Orientation of Self-Directed Extensive English Reading Program

For this study, the researcher met with the participants before getting into the project. Above all, the participants were not that much interested in reading English book. Like most of other Korean high school students, the only reading in English was reading their English text books or books for preparing English tests. Therefore, they were not accustomed to this kind of self-directed extensive reading in L2. They were passive readers, and had just followed teachers' suggestions when it came to reading in L2. Therefore, it was necessary to introduce a new style of reading - self-directed extensive reading - to them, explaining how many books to read, how long this reading project would last, and what activities they need to do during this project. And the researcher also

suggested to the participants where they could obtain books and how to choose appropriate books for their English abilities. The researcher repeatedly emphasized that they could choose any books to read, following their own interests and English abilities. And for those who feel burdened while doing this project, the researcher told them that they have a right to quit whenever they want to. And before beginning the study, the students submitted their consent to the researcher.

3.3.2 Data Collection

In order to more authentically and realistically understand participants' reading behaviors and affective changes toward self-directed extensive reading in L2, this study used qualitative approach to collect the data. The participants had two interviews (prior to and after the research) during this study. And 8 narrative writings by each participant were done to observe more authentic and in-depth participants' voices toward the self-directed extensive reading. In addition, two surveys (before and after the research) were conducted to investigate their general opinions on self-directed extensive English reading.

3.3.2.1. Interviews

For this study, the researcher carried out two interviews (pre-interview and post-interview). The interviews were performed at English zone classroom in the school. The interviews were independent and face-to-face interviews. The questions for the interviews were decided in advance but semi-controlled types of interviews were implemented. According to the flow of interview, extra questions for more related information were required. The researcher tried to make the atmosphere of the interviews as relaxing and comfortable as possible. For example, the researcher used jokes and fun facial expressions

or gestures for participants to feel relaxed and supportive during the interview. Under tense and stiff atmosphere with a teacher, a student tends to be overwhelmed by teacher's questions and give answers that meet the intended purposes of the teacher. In this study, figuring out students' true inner ideas for extensive reading was very crucial, so the researcher did his best to make the mood of interview cozy and smooth. The interviews were recorded and transcribed. The questions used for the interviews were adapted from *A case study of extensive reading with an unmotivated L2 reader* (Ro, 2013). These questionnaires were translated from the questions asked in Korean.

For pre-interview:

- 1. What do you think about English reading?*
- 2. How often do you read Korean book or English book for fun?*
- 3. Have you ever done self-directed extensive reading?*
- 4. Why do you read a book, especially English book?*
- 5. What kind of books are you planning to read?*
- 6. What kind of aspects do you want to improve through self-directed extensive reading?*

The questions above were used for understanding participants' previous reading experiences and reasons for reading English books. Question 4 and 6, especially were designed to know indirectly each participant's attitude toward reading in advance. After completing the extensive reading project, the participants were requested to answer the following questions. This was to figure out true inner voices of the students on self-directed extensive reading in L2. These questions were also adapted from Ro's study (2013).

For post-interview:

- 1. Which books were easy or difficult to read? Why?*
- 2. Which books were interesting or uninteresting to read? Why?*
- 3. What do you think about self-directed extensive reading?*
- 4. Do you think self-directed extensive reading is useful for yourself?*
- 5. If so, why do you think self-directed extensive reading is useful? If not, why do you think extensive reading is not useful?*
- 6. Do you want to continue self-directed extensive reading? Why or why not?*
- 7. Are you willing to read English books after this project?*

All of the interviews (pre/post-interviews) were conducted in Korean to make the participants express their thoughts and feelings more exactly in a comfortable and relaxed setting.

3.3.2.2. Narrative Writings

Male students in Korean public high schools tend to be shy and do not want to reveal themselves in front of others. That is a trait of male adolescent behavior.

According to Hiratsuka (2014), narrative frame technique is a really effective way to see learner's internal process and show students' thoughts about classes naturally. And narrative frame also increases learner's autonomy and reflective attitude toward their study. Based on this rationale, narrative writings were used to investigate the reflections on self-directed extensive reading in L2. In this research, each participant wrote 8 narrative writings. The first 4 narrative writing forms given to the participants were

previously framed to guide them how to reveal themselves more easily (see Appendix 2). However, the other 4 writing forms were not guided in detail but simply suggested an optional theme to write about (see Appendix 2). Therefore, the participants could write down freely whatever they want to say after reading self-selected books. In addition, the participants were required to write one narrative writing a week after reading a book and to submit it to the researcher every Monday morning. In the narrative writings, they were allowed to put into words whatever they want to say even in Korean and to add drawings or diagrams to express their own thoughts more effectively and clearly. This was intended to make them feel less burdened about the post-reading activity and focus on what they want to read and say.

3.3.2.3. Surveys

In addition to interviews and narrative writings, two surveys were implemented in this research. Introverted students could feel more comfortable to express themselves through a survey. There were pre- and post- surveys to investigate their experiences of self-directed extensive reading in L2. This survey questions were adapted from the research by Choi (2010). The surveys were conducted in Korean (see Appendix 3).

3.3.3. Data Analysis and Interpretation

The present research was conducted by the most general qualitative data analysis approach. The researcher tried to find meanings from every answer and writing from the participants. The researcher dealt with open-ended data and the process of analyzing them was very repetitive. The specific steps that were taken by the researcher are described below.

First, the researcher gathered and organized the data for analysis. This process included scanning students' book logs (see Appendix 1), narrative writings and the surveys. Next, the researcher transcribed the interviews in a computer file, and read through all the information to understand participants' general opinions about self-directed extensive English reading. And then the researcher studied each participant's answers to extract their thoughts on the reading and made big questions for reading behaviors and affective changes. While reading the data, the researcher wrote down expecting questions to sentences at the margin of pages. While doing this process, the data coding started. Coding is a process of organizing data into "chunks" before drawing any meaning to those "chunks" (Rossman & Rallis, 1998, p.171). Coding the text data was conducted at paragraph or sentence level, and a few categories emerged under certain topics. By applying this process to all of the data, the researcher tried to find out the meaning of students' reactions to the self-directed extensive reading. While doing this process, the researcher caught more diverse opinions and unexpected answers from the participants.

Using the codes, the researcher could make themes for the research and separate the data according to the themes. For the final and more credible interpretation of the research, the researcher read the data recursively. Some findings of this research support previous related studies by other researchers. But others are quite new and give some implications for L2 reading class.

For the trustworthiness, the researcher tried to dissolve the ambiguity of the answers. When the researcher faced difficult questions to understand, he met students personally in the classroom and asked them for further explanations. Increasing the validation of a qualitative research is always difficult. Therefore, in this research, the triangulation was

applied. Triangulation means using various methods or data sources in qualitative research to develop a more comprehensive understanding of phenomena (Patton, 1999). The interviews, narrative writings, and surveys improve the validation of this research. The following chapters explain the findings of this analysis process.

CHAPTER 4.

Reading Behaviors during Self-Directed Extensive Reading

This chapter describes participants' behaviors on self-directed extensive English reading as answers to the first research question. All of the sections are based on participants' responses from interviews, narrative writings, and surveys while reading English books. Section 4.1 introduces participants' scenes of digging up purposes for self-directed extensive reading. Section 4.2 shows the satisfied participants with choosing books. In Section 4.3, how the participants felt while reading is described. And Section 4.4 offers how much participants became familiar with reading English books. They also produced the scenes for boosting up interest in English reading in Section 4.5. The participants set up self-directed plan for better reading in Section 4.6 with some counter comments on self-directed extensive English reading. Last but not least, Section 4.7 demonstrates that the participants paved the way for reading habits. However, Section 4.8 shows students' dilemmas between the reality as high school students and idealistic self-directed extensive reading.

4.1. Digging up Reading Purposes

Setting a destination should always come before moving toward somewhere. When it comes to reading books, students are recommended to first figure out their purpose for reading. Especially in L2 reading, it is better for them to have goals to achieve while reading books. The students who participated in this research did not have previous experience of self-directed extensive reading in L2. Therefore, the researcher asked them

why they wanted to join the research for the purpose of letting them have their own goals.

Participants responded as follows to that question.

- (1) *I think that English reading is helpful for improving my English ability. English reading is necessary to prepare for English exam and to have a good skill for English reading. I've never done self-directed English extensive reading before. But I think if I would read many English books, it would be very helpful for my English ability. (Hoon, Interview)*
- (2) *The purpose of reading English books is to be familiar with English and to enter a good university in the future. I think, if I read many English books, I feel like I am good at English. (Seo, Interview)*
- (3) *English book reading is a good way to acquire various English expressions like native speaker. And also I can improve my insight for finding main ideas in texts through this project. Of course, I think it is very helpful for me to get a good score in the university entrance English exam. (Jung, Interview)*

The above responses from (1) to (3) indicated that students think that reading English books is for studying English and getting a good English score in the future to enter a university. This is the most general reason for Korean high school students to study English. And they also think that to achieve the goal, English grammar, vocabulary and sentence structures are the most important factors to learn through self-directed extensive English reading. However, the responses below showed that some students had different purposes for reading English books.

- (4) *I want to get rid of the fear toward English words through this project. And I also want to finish reading Magic Tree House series which are the books I've*

stopped reading since my elementary school days. (Woo, Interview)

(5) *Through this project, I'd like to end Harry Porter series books. And if possible, I want to try reading Lord of Ring series. Of course, I also want to learn how to use grammar, words, and sentence structure naturally. (Hwan, Interview)*

(6) *I think that English book reading is for learning vocabulary and for being familiar with English. I don't have any confidence in English. So, I think this project will help me overcome my weakness. (Seok, Interview)*

(7) *My purpose of reading English books is to be more familiar with English words. And someday, I will be good at English. In addition, English is needed to enter a good university. (Bin, Interview)*

From (4) to (7), the participants think that reading English books is a way to be close to English. They want to be more confident in English, looking for a more advanced purpose for reading English books than just getting good scores.

After receiving these answers, the researcher felt very sorry for them as their current English teacher because none of them looked for the pleasure of reading English books. And it means that they do not have the attitudes toward enjoying English books. The participants have learned English for almost 8 years from elementary school. However, in Korean public schools, they do not have any chance of enjoying English book itself. They have been only taught for studying English. This atmosphere in Korean English classes made students to be reluctant to read English books right after graduating from their high schools.

4.2. Being Satisfied with Choosing Books

The self-directed extensive English reading in this research has a feature of choosing English books by the participants themselves. The researcher empowered them to select what they want to read according to their level of language proficiency and interests. In Korean public secondary schools, students tend to have an attitude of being very passive when it comes to their studies. They are accustomed to just waiting for teachers' orders or directions for their studies. They do not want to control their studies as the owners of their life. It is not, however, the fault of student. The traditional Korean public education has made them passive in their own learnings. Under that circumstance, students were used to getting the list of books from teachers. However, in this research, the researcher tried not to intervene in the process of participants' book selections and allowed the participants to choose books by themselves. During the project orientation with the students, the researcher told them that they could get books from local libraries or school library. As a standard of choosing books, the "Five Finger Rule" was introduced to them. This rule was the most practical and easy way for selecting books. Regarding this book selection, participants answered as follows from (8) to (10).

- (8) *Self-directed reading makes me feel like I am designing my own learning. I like this reading class because I can choose my own books and control the reading process by myself. (Hwa, Narrative writing)*
- (9) *While participating in this reading project, I could read the books I had interest in before. Usually, teacher-directed reading class gives me pressure to read. But self-directed reading makes me feel comfortable in choosing books and reading. In addition, I feel like I am reading Korean books in spite of reading English books. Come to think of it, the reason is that I selected books that I wanted to read. While choosing books, I also found out which level of books*

are appropriate for me to read in linguistic aspect. (Hwan, Narrative writing)

(10) *In elementary school, I had experienced extensive reading. But at that time, I just followed the teacher's direction for choosing books. So, I felt very bored when I read books. However, in the self-directed extensive English reading, I could enjoy reading English books which I like. On top of that, I had a feeling that I must finish reading books with responsibility since it was my own choice. (Jung, Narrative writing)*

When the participants were allowed to select books by their own will, they showed much more responsibilities for their own reading. One of the participants, *Jung* said in (10) that he felt accountability for finishing his books because of his own selection. And another participant *Hwan* in (9) responded that while selecting books according to his own interest, he naturally could figure out his own present level of English ability.

When students are given chances of directing their own learning, their autonomy for study is built up as the most essential factor for being a life-long learner in the future. In sum, through this process of choosing their own books by themselves, the participants can experience that 1) self-selection of books makes them be responsible for reading English books and motivates them to read books. And 2) self-directed extensive English reading increases interest in English books especially when they become more active readers.

Table 4.1 shows the personal standards in choosing books for this study. The participants placed importance on different standards when selecting books.

Table. 4.1 Personal Standards in Selecting Books

Participants	Personal Standards	Participants	Personal Standards
--------------	--------------------	--------------	--------------------

Seok	Famous book, Reading level	Woo	Bestseller, Reading level
Hoo	Interest	Young	Reading level, Interest
Hoon	Reading level	Jung	Theme
Tae	Interesting story, Reading level	Hwan	Fantasy Story, Bestseller, Reading level
Seo	Reading level	Hwa	Easy to read
Bin	Oxford series, Easy to read		

According to the Table 4.1, most of the students tended to choose reading level of books as the first standard of book selection. This means that participants tried to pick books for their own level of English and tried to read books which are appropriate for their language capability.

When the researcher investigated the list of books selected by the participants, most of the books were graded readers. Figure 4.1 shows what kinds of books were selected by the participants.

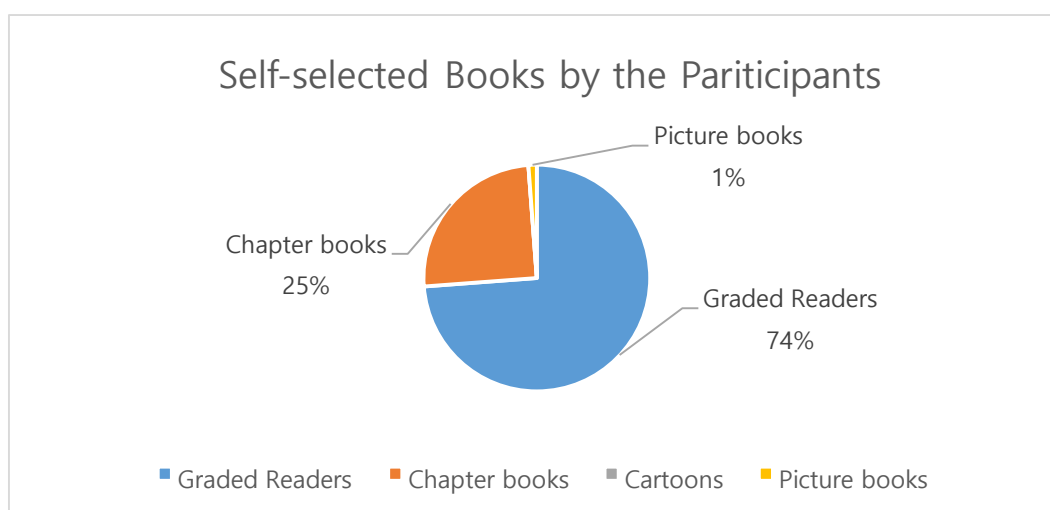


Figure 4.1 Category of Books Selected by the Participants

The Figure 4.1 shows that the participants chose many graded readers for self-directed English reading. Considering participants' standard of books selection in Table 4.1, it is a natural result. And there are many graded readers in school or local libraries for the purpose of learning English. Mori (1999) said that in an EFL context there are not many authentic materials written in English and graded readers are often used as the source of language input. According to the Extensive Reading Foundation, graded readers are books of various genres that are specially created for learners of foreign languages. They may be simplified versions of existing works, original stories or books that are factual in nature (cited in The Extensive Reading Foundation, n.d.). As a result, the participants could easily get graded readers in Korean EFL setting.

According to Day and Bamford (1998), the reading material used in extensive reading is very critical to generate positive motivation for students to read in second language. Ray Williams (1986) also mentioned that "in the absence of interesting texts, very little is possible" (cited in Day & Bamford, 1998). Therefore, if students have much more variety of books to select according to their personal interest, they could have much more satisfied and positive experiences on self-directed extensive English reading. And the experiences will motivate them to keep reading English books. The list of books chosen by the participants is in Appendix 4.

4.3. Feeling like Reading Korean Books

According to many studies on extensive reading, there have been a lot of benefits of extensive reading (Byun 2010; Grabe, 2010; Krashen, 2004). And the improvement of reading speed is one of them. However, many students in Korea do not think that English

reading speed is very important. The reason is that they have learned how to put a sentence apart into sentential elements to translate sentences into Korean in reading classes and been used to memorizing difficult vocabulary without considering the contexts. This old practice in Korean English reading class makes them become slow readers. However, reading speed in L2 is a very important factor for reading effectively and it is only improved through the experiences of reading many books. Nuttall (2005) used the phrase “virtuous circle of the good reader” to explain the phenomenon that readers who enjoy reading can read faster, read more, and eventually comprehend better. In this study, even though the participants did not read many books to improve their reading speed radically, they also mentioned the feeling of improvement in reading rate through their reading experiences.

(11) *I feel that my reading speed is improved. That is because I read many easy books in this project. (Seo, Post-survey)*

(12) *I think that my reading speed is changed. Because I feel like I am reading Korean books. (Bin, Narrative writing)*

(13) *After finishing this project, I feel that my reading speed became faster. (Seok, Post-survey)*

(14) *Even though I feel that my reading speed is improved through this activity, I still have a long way to go. My improved reading speed made me solve the questions in the books for English exam faster. (Hwa, Post-survey)*

(15) *I like this project because I could improve my reading speed in a new way. I want to choose and read longer books than now, because it didn't take much time than I expected. (Hoon, Narrative writing)*

As the above responses in (11) to (15) showed, the participants think that their reading speed is generally increased through self-directed extensive reading in L2. Especially the participants, *Bin* and *Jung* felt as if they were reading Korean books even with English books. And the participant, *Hoon* in (15) wanted to read longer English books. *Hwa* in (14) also thought that his English score in exams would be better because of his improved English reading speed. Thus, this project helped participants to have positive attitudes toward self-directed extensive reading in L2. And it means that they became unconsciously familiar with English through self-directed extensive reading.

4.4. Not Afraid of Reading English Books Any More

The participants in this research did not have a lot of experiences of reading English books as shown in Table 3.1.1. Even though they read many English textbooks and studied them in class before, they did not read them on their own will. They have just followed the school English curriculum. And this made students not to be motivated reading materials in English. As a result, they still have unfamiliarity with reading English books and it was a big burden to them. However, in responses (16) to (21), the participants seemed to have overcome the awkwardness with English texts.

(16) *I don't like reading books even in Korean. So I've never dreamed of reading English books. But through this project, I could learn how to face English books and how to read them more efficiently. So I like this type of reading. I want to read more English books. (Young, Narrative writing)*

(17) *In this project, I found out that seemingly easy-looking books are not easy ones.*

I thought that those books were easy-to-read to me before reading. But when I started to read, I realized that it was not the easy books that I expected anymore. And I could know my ability of English. Anyhow, I could feel that I got more familiar with English books than before. (Park, Narrative writing)

(18) *I like this kind of reading style because I could concentrate on reading by myself. And this makes me feel comfortable with books. (Seo, Narrative writing)*

(19) *I could reduce the awkwardness of facing English letters while doing this project for four months. English looks quite closer to me. (Hoon, Narrative writing)*

(20) *I thought English books were very difficult to read before this project. So I had never dreamed of reading English books before. But through this activity, I could feel that reading English books was very helpful for my English. So I became very diligent and changed the bias I had toward English books. (Hwa, Narrative writing)*

(21) *I could get rid of repulsion toward English texts through this project even though I saw them for the first time in any contexts. (Woo, Narrative writing)*

Most of the participants in (16) to (21) felt that they became much more familiar with English texts through this project. However, despite the increased intimacy to English books, one of the participants, *Tae* in (22), still felt that he became not accustomed to reading texts in English exams. Here is his narrative writing on familiarity with English books.

(22) *I don't hesitate reading English books any more. I feel that I am familiar with English books. But when I see the questions on the English exam, I still face difficulties in interpreting them. (Tae, Narrative writing)*

As shown in the above, *Tae* had “foreign language anxiety” and more specifically, “test anxiety” (Brown, 1987). To get rid of the anxiety from exams, students need to be more familiar with English texts through self-directed extensive reading.

During the four months of self-directed extensive reading in L2, participants read about 10 books each. The number of books they read was not that many. Nevertheless, it was surely enough for them to be more accustomed to L2 reading, and shake off the fear of reading English books.

4.5. Boosting Up Interest in English Reading

As the participants gradually became familiar with English books and removed the fear of reading in L2, they started to find interest in English reading. Reader’s interest in English books was a very essential element in building reading habit in L2. Through this project, participants could discover their hidden interest in English books. The excerpts in (23) to (25) show the experience of finding hidden interest from reading English books.

(23) *During last four months, I think that it was a perfect chance for me to know how much I liked English reading and my level of English reading. Based on this experience, I will read more books with a target of improving my English capability in the second grade. (Woo, Narrative writing)*

(24) *I would like to introduce the merits of reading English books to my friend next time. I think self-directed extensive reading is an easy and comfortable activity for building up English proficiency. (Jung, Narrative writing)*

(25) *I like this project of self-directed English reading. I don’t know the exact*

reason but I was willing to read the same book one more time after reading the book once. Next time, I will keep reading starter level of English books. I think those books are very fun to me. Generally speaking, I like this type of reading.
(Hoo, Narrative writing)

The participants generally showed more interest in reading English books than before. Self-directed extensive reading gave them chances for arousing their inner instincts for reading. Especially, in case of *Woo* in (23), he said that he could realize how much he liked reading English books. And *Jung* in (24) also wanted to introduce the benefits of reading English books to his friends. However, despite their improved interest, the participants said that they were worried about their English book reading in the upcoming school year, the second year in high school. Responses from (26) to (28) describe the concerns of participants over self-directed extensive reading in English next year.

(26) *I think this project helped me a lot for my English. However, I am not quite sure whether I can keep reading because of time pressure as a second grader.*
(Jung, Post-interview)

(27) *I don't know whether I could keep reading English books in the second year or not. But I hope to have the project like this next year.* (Tae, Post-interview)

(28) *Self-directed reading has ups and downs. But reading English books helped me increase vocabulary and reading speed. So next year, I will read English books.* (Hwan, Post-interview)

For the sake of improving English proficiency, self-directed extensive reading in English is not a difficult task for students. But the circumstances around them, especially

the Korean English education system, do not let them just read books for learning English. That is why participants felt a heavy burden for doing self-directed extensive reading in L2 as second graders. Especially, many Korean high school students usually think that they need to invest more time and energy to study many other subjects in the second year instead of just reading English books. In Korea, just reading English books is not perceived as learning. Some students say that it is time-wasting. In conclusion, even though the participants had interest in reading English books, the reality they face will not allow them to keep maintaining it.

4.6. Setting up Self-directed Plan for Better Reading

Self-directed extensive reading is helpful to develop reader's thinking process. Reading English books, making plans for reading and carrying them out are evidence of cognition and meta-cognition process. According to Stewart and Tei (1983), "cognition" refers to using the possessed knowledge and "metacognition" refers to person's awareness and understanding of that knowledge. And they also mentioned that cognition refers to having the skills and metacognition refers to awareness of and conscious control over those skills (Stewart & Tei, 1983). During this project, the participants made their own reading plans and implemented them by themselves. These were good experiences for them to be self-directed learners in the future.

(29) *I think I am very poor at basic vocabulary for reading English books. So I have to read more books and find the words I don't know. And then I think I have to memorize the words for next reading. I plan to read up one book in an hour. That is my next goal to achieve for my reading. I will borrow easy-to-*

read books next time. (Seo, Narrative writing)

(30) *Next time, I want to choose the books which deal with academic knowledge. The reason is if I keep reading books that are too easy for me, I would feel that I am wasting my time. (Bin, Narrative writing)*

(31) *I would like to select much easier books to read next time. I had a hard time reading books this time. Because the book level was more difficult than I thought. So I want to read much easier books than those that I chose this time. (Seok, Narrative writing)*

(33) *I like this self-directed English reading because I could feel interested in books. So next time, I will choose a little more difficult book in linguistic aspect for my English improvement. (Hoo, Narrative writing)*

The responses from (29) to (33) show participants' plans for selecting next books. While reading English books, they could evaluate their own interest, level of English and purposes for English reading. Therefore, the participants naturally could set up a plan for next book selection. On the other hand, in (34) to (36), the participants made strategies on how to read books next time.

(34) *For my reading, I have to watch many movies. The reason is I like watching movies and I want to know which book the movies were originated from. So I will plan to read movie-related English books. (Jung, Narrative writing)*

(35) *I used to read English books out loud. Because I heard that reading aloud in English is very helpful for my pronunciation and reading comprehension. But next time for reading, I will not read out loud like my friend Jung. (Young, Narrative writing)*

(36) *Next time, I want to do different post-reading activity, writing a letter to main character. The reason is I think I am better at writing than drawing. (Woo, Narrative writing)*

In the narrative writings in (34) to (36), the participants show very active attitude toward their own reading and learning. Having experiences of self-directed extensive English reading is a good way for being an autonomous learner. Mia and Walter (1995) argued that learner training in language education should help the learner develop self-directed learning approach whereby he can eventually set his own needs and objectives; choose materials and resources in accordance with his goals; and monitor and evaluate his own progress over time (Metacognitive strategies). In this research, the participants made plans for reading English books by themselves and they tried to find out more effective ways to use English books meta-cognitively. They became the owner and controller of their reading processes. However, the self-directed extensive reading in L2 is rather a new attempt of reading in Korean public schools. In addition, Korean students are accustomed to receiving directions of their study from teachers, which is not self-directed learning. Therefore, they sometimes hate planning their study and searching their study materials by themselves. As a result, there were comments against self-directed extensive English reading from two students.

(37) *I hate this self-directed reading class because I think this class is for students who are good at English. Reading a book within class time was almost impossible to me and post-reading activities gave me a hard time. (Seok, Narrative writing)*

In case of *Seok* in (37), he thought that he had to finish up reading a book within a 50-

minute class. When he began the self-directed extensive English reading in his regular class for the first time, he was guided that he could use English class time for his reading once a week and if he could not finish reading it, then he could keep reading it later at home or wherever he feels comfortable. In addition, he selected an inappropriate book for his English level on the first day of reading. For these reasons he wrote rather negative feedback on self-directed extensive English reading. Sheu (2004) mentioned that a mismatch between text difficulty and L2 reading proficiency causes demotivation toward language learning. In the excerpt (38), Bin also reported similar response.

(38) *In the self-directed extensive reading in L2, I had to search the words which I didn't know by myself. And it made me feel burdened. The contents in my selected English books were very basic and light in academic aspects. So sometimes I felt why I had to read these levels of books. I wanted to read more advanced science books in English, which would make me wiser and smarter. Maybe I won't read English books next year because I want to read more academic Korean books which fill my thirst of knowledge. (Bin, Narrative writing)*

The purpose of reading English books for many EFL learners in Korea is mainly improving their language proficiency. Therefore, choosing appropriate books for their English level is a difficult process while doing this project. The participants wanted to read more advanced books in the aspect of content. However, because of their linguistic ability, they had to choose lower level of books such as picture books or graded readers. The gap between their cognitive ability and linguistic ability in L2 sometimes makes extensive reading a boring or uninteresting task. Jixian (2008) argued that a key difference between L1 and L2 readers is that L2 readers have discordance between their second

language and their knowledge or conceptual maturation. And the researcher also mentioned that the characteristics of good versus poor L2 readers are determined by the gap to some degree.

Until now, the participants were just receivers of teachers' orders when it came to studying. But through this self-directed extensive reading, they showed the possibility of being self-directed learners. And this experience is a key factor to be a life-long learner.

4.7. Paving the Way for Reading Habit

Reading is a hard task for Koreans. Even when they read books in the native language, they usually think reading is difficult and feel fatigued after reading. Therefore, many people do not want to read books regularly. According to a recent news report by *Seoul Economy Newspaper* (Sept. 30, 2016), the overall book-reading rate of South Korea is below the average of OECD countries. This results from the lack of self-directed reading experience among Korean people. If people feel that books are fun to read and meaningful for their life, they will naturally develop a reading habit. In that sense, self-directed reading could be very useful for building that reading habit. It is needless to say that reading books in a foreign language is much more difficult than reading in one's native language. However, if L2 learners develop a habit of reading English books through self-directed extensive reading, they will be able to read English books naturally and get the most out of reading L2 books. The participants explained about their efforts to build an L2 reading habit during this research in narrative writings (39) to (43).

(39) *It was not easy to read English books due to noises from surrounding. If I had free time in a quieter atmosphere, I would have read much more English books*

than now. After the final exam, I really wanted to play with my friend. And I felt some burden in reading English books. So I kept putting off reading. However, once I started reading, I did not know how fast the time went by. I was totally indulged in reading my English book. (Hwan, Narrative writing)

(40) *Preparing the school exam, I got really stressful and could not concentrate on the study. So I opened English books and unconsciously enjoyed reading it with much more fun than before. It was time for me to take a rest and get refreshed. (Tae, Narrative writing)*

(41) *During night time self-study at school, I read English books. And during that time, I feel very comfortable because I don't have to feel any stresses. I think I need to learn more vocabulary to read English books like Korean books. (Bin, Narrative writing)*

(42) *Because of exam preparation, I had to read English books later. And this resulted in a bad situation. That is, I often forgot to read books. I think I need to control my time for reading to build a good reading habit. (Hoon, Narrative writing)*

(43) *After starting this project, I made a plan for visiting the local library to read English books once a week. I am not a person who read English books by myself. So, it was difficult to concentrate on reading. (Hwa, Narrative writing)*

The participants did not have much experience in reading English books, and not to mention the habit of reading in English. However, while doing this project, they did their best to read as many English books as possible. Even during the busiest and stressful time at school, mid- and final-term exam period, they read English books as if reading English books were their long-term habits. In particular, *Hwa* regularly visited local libraries even before the project. So it was easy for him to develop a habit of reading. Like this, self-

directed extensive English reading helped participants to encounter English books with a more relaxed mindset. And it also paved the way for them to build a habit of reading English books.

4.8. Engaging in Self-Directed Extensive English Reading with Student's Dilemma

While doing this project, the participants had to take two main exams in their school (mid- and final-term exams). Those two exams are very critical for students because they are directly related to students' important scores for university entrance. Students usually stop every other task and concentrate on preparation 3 or 4 weeks before the exams. And they invest all of their efforts to get good grades. Therefore, it was not easy for the participants to read English books voluntarily because the project seemed not to be related to school subjects. Through these two exams, however, the researcher could figure out how the participants really thought about continuing self-directed extensive reading in English. The participants wrote about the exams on their narrative writings twice (after first exam and second exam respectively). The following responses in (44) to (53) are narrative writings after the first exam.

(44) I don't feel like reading books during school exam period. I think reading English books is not helpful for my English exam. There is no relationship between them. (Seok, Narrative writing)

(45) I didn't want to do self-directed extensive reading because of my school exam. I don't know whether reading English books is helpful for my English exam or not. I think, to get a good grade in school English exam, I have to memorize the whole texts. (Hwa, Narrative writing)

(46) *I didn't read English books because reading books is not that much helpful for my English tests. (Woo, Narrative writing)*

These students (*Seok, Hwa and Woo*) in (44) to (46) thought that reading English books was not helpful for their school English exams at all. And they refused to read English books during the first exam period. But the others thought a little differently. The responses in (47) to (53) show their different perspective in self-directed extensive reading in English.

(47) *During the exam period, I didn't want to read English books. But I think reading English books is helpful for my English test, because I was much comfortable to read English texts in the test. (Seo, Narrative writing)*

(48) *For my school exam, I didn't read English books because reading books is not helpful for my tests. However, if I keep reading English books, it will give me many benefits for my test. (Woo, Narrative writing)*

(49) *I didn't read English books because I had many things to study. I think reading English books is beneficial to my school English exam because I can expand my vocabulary while reading. (Hoo, Narrative writing)*

Even though the participants thought English book reading is helpful for their English tests. But they could not read English books for their English exams. They thought that there are 'more important things to do' in preparing for English tests. Grabe (1994) mentioned that extensive reading is not the central component of reading instruction in most L2 context. The participants' responses from narrative writings in (44) to (49) show students' dilemmas between the reality as high school students and idealistic self-directed extensive reading. Their dilemmas keep going below.

(50) *I don't want to read English books during the exam period. The reason is there were too many things to prepare for the exam. But reading English books is helpful for my English test. Thanks to continuously reading English books, I could feel comfortable to English texts even in the exam. (Young, Narrative writing)*

(51) *During the exam period, I didn't read English books. But I think that reading English books is very helpful for my exam. The reason is, there were some similar structures in the exam which I had faced in the books. So I could easily get the answers. (Hwan, Narrative writing)*

(52) *It was not easy to read English books during the exam period. But I think that reading English books is beneficial to my English test. That is because all the questions in the English exam were reading comprehension tests. (Hoon, Narrative writing)*

(53) *I don't want to read English books during the exam period. I had many things to do. I don't know if reading English books was helpful for my test because there were some questions which required my vocabulary and grammar knowledge. (Bin, Narrative writing)*

After the first exam (midterm exam), all of the participants responded rather negatively about reading English books during the exam period. As shown in responses (44) and (46), they didn't read books during their midterm exam period. It seemed that they did not develop a reading habit for English books until then, and they were too busy preparing tests for other subjects. The exam preparation during this period was the only thing which they could think of. However, some participants who had a slightly negative view on English reading in (47) to (53) (*Seo, Woo, Hoo, Young, Hwan, Hoon, and Bin*) responded

that reading English books would be helpful for better English scores. In summary, they thought that reading English books was not absolutely connected to English exams in school but it would be helpful if they keep reading them in the future.

On the contrary to responses after the midterm exam, the narrative writings after the final exam show somewhat different perspectives on English book reading despite the same exam setting. The followings are the narrative writings of participants after the second exam.

(54) *When I got a little bored while studying for the test, I opened English books. Surprisingly, I was able to refresh myself by reading English books. (Tae, Narrative writing)*

(55) *As the exam was coming near, I felt a lot of burden for reading English books. But I ended up reading English books and felt satisfied at completing those books. (Hwan, Narrative writing)*

(56) *I put all of my energies in preparing my final exam. So I got stressful and sometimes bored to study. But when I opened and read an English book, I felt refreshed and recharged my energy. The reason was I had chosen an easy book to read. It was a good choice. (Hwa, Narrative writing)*

(57) *I think investing too much time for preparing the exam is not effective. So I thought I needed some time to relax by reading books. Even though I felt some burden, I read English books. (Bin, Narrative writing)*

Compared to the responses after the midterm, the above narrative writings indicate that participants did not feel that much pressure from reading English books while preparing for the final exam. Despite being in the same exam setting, participants thought that

reading English books was a natural way for relaxing and refreshing themselves from their stressful life. These responses show that they have started to build a reading habit in L2 through self-directed extensive English reading. Moreover, they gradually developed positive attitudes toward reading English books. At last, they started to open the gate of “Secret Garden of Reading” (Day & Bamford, 1998).

CHAPTER 5.

Affective Characteristics of Self-Directed Extensive Reading

Learning a foreign language is a very difficult task for language learners. They keep memorizing and forgetting the language repeatedly while acquiring proficiency. And it is not easy for EFL learners to have chances to use the language in their everyday life. Because of this, EFL learners usually feel a sense of long distance from foreign language. In this situation, the affective characteristics in learning a foreign language are very important factors to consider in EFL language education. Without them, learners cannot enter the “Secret Garden of Reading” (Day & Bamford, 1998). According to Day and Bamford (1998), the term “Secret Garden” (Frances Hodgson Burnett) is a metaphor for the role of affect in second language reading instruction. They said that in the Secret Garden of Reading, people could gain many benefits from reading English books. And positive attitude for reading books is one of the keys to the Secret Garden of Reading.

In this research, participants were able to experience various interesting stories from books and they changed their attitudes toward English books. Therefore, the affective results of this study are reported as the answers to the second research question in this chapter. As in Chapter 4, all of the responses had been collected in a qualitative method for 4 months.

Attitudes toward self-directed extensive English reading are described in Section 5.1 and 5.2. Section 5.1 shows the participants’ confidence in reading English books. And Section 5.2 reports the students’ pleasure from reading English books. The scenes of the

motivated readers in reading more and more books are introduced in 5.3. The last section 5.4 demonstrates the participants' advances to be autonomous readers.

5.1. Being Confident in Reading English Books

In this section, confidence and happiness from self-directed extensive reading is described, supporting the positive attitudes of participants toward English book reading. The participants have learned English for almost 7 years in public schools (4 years in elementary school and 3 years in middle school). However, according to their first interviews and surveys, they did not have many experiences of reading English books by themselves while learning English in public schools. The lack of chances for reading English books individually made them feel afraid of reading English books all the time. However, participants could build up confidence for English books through self-directed extensive reading in L2. The excerpts in (58) to (62) report that how much they got confidence from reading English books.

(58) *I think this project is very helpful. That's because I can read English books alone and it makes me concentrate on what I read. Furthermore, this experience makes me figure out that English books are not as difficult to read as I thought they would be. I think I can choose the books I want to read because I can easily know the level of books on the cover page of books. (Seo, Narrative writing)*

(59) *I had difficulties concentrating on reading English books. I think I had dyslexia in English reading. But while doing self-directed extensive reading, I could get rid of it and increase my attention span. So I would like to read thick*

books like Harry Potter series in English. (Tae, Narrative writing)

(60) *I think I could develop the ability of understanding the whole story of the book through this project. (Hwa, Narrative writing)*

(61) *I've never read English books before. But through this project, I could read English books. After finishing the project, I feel that I am not in the fear of English any more. (Hoo, Narrative writing)*

(62) *One book a week, it was my reading habit while doing this project. After finishing this project, I don't feel any anxiety of picking up English books like choosing Korean books. I think I can read English books more comfortably in the future. (Young, Narrative writing)*

The participants in this research are very regular students in Korean high school. They are not the students who are eager to learn English or talented ones for learning foreign language. However, as the participants raised the awareness of English books through self-directed extensive English reading, they started to feel confident about reading books in L2. And it predicts that they are at least equipped with the tool for investing more time for reading English books and enjoying them in the future.

5.2. Feeling Pleasure from Self-Directed Extensive English Reading

While doing self-directed extensive reading in L2, participants were not afraid of accessing to and reading English books any more. They even felt happiness from self-directed extensive reading in L2. Self-directed free reading gave them pleasure for reading while flowing in the stream of stories. Csikszentmihalyi (1990) said that people could experience the “flow” which is effortlessly being involved in an activity. He also

stated that “Reading is currently perhaps the most often mentioned flow activity in the world” (p.117). This kind of “flow” while reading books made them feel happy in their life. It is not easy for language learners to have positive experiences from reading English books in EFL situation. However, the story is totally different if self-directed extensive English reading is implemented.

(63) *I usually read English books in self-study time at night. I like this style of reading because it is a new way of studying English. And while reading English books, I feel very fun and interested in the books. (Hoon, Narrative writing)*

(64) *I like this reading. That is because I could learn authentic expressions for real situations while reading. In English class at school, I usually learn grammar, words and texts. But through this reading, I can learn new expressions or words which are used commonly by native speakers. And I like them. (Jung, Narrative writing)*

Hoon in (63) and Jung in (64) felt that their on-going reading project was a very pleasant experience. And they were getting pleasure from reading English books. Krashen (1994) argued in his book, “The Pleasure Hypothesis,” that language acquisition is promoted through enjoyable activities. The self-directed extensive reading in L2 was quite an enjoyable experience to the participants. Therefore, it was helpful for their language learning and acquisition.

5.3. Wanting to Read More and More Books

Motivation is an essential drive for all of human behaviors. Without it, no one wants to do something on his or her own will. Simply put, motivation is what makes people do (or

not do) something (Day & Bamford, 1998). The same principle goes for language acquisition or learning. Motivation is a key factor for language learning. According to Day and Bamford (1998), materials, reading ability, attitudes, and sociocultural environment are seen as major variables motivating the decision to read in a second language. And they argued that appropriate materials and attitudes are considered primary to motivate readers. While doing this project, the participants started to have positive attitudes toward English books as shown in Section 5.1 and 5.2. And this kind of attitude will make readers be motivated to keep reading English books.

(65) *I think this self-directed extensive English reading is good because I didn't read English books at all but this project made me read many books. (Hoo, Narrative writing)*

(66) *While reading English books, I found that English books are fun. Even though I don't like reading, I want to read more English books to become familiar with English. (Young, Narrative writing)*

(67) *While doing this project, I sometimes felt some difficulties in reading English books. But as time went by, I could improve my vocabulary and become familiar with the sentence structures of English. I felt a great sense of achievement after finish reading books. (Hwan, Narrative writing)*

(68) *During self-directed extensive reading, I read many easy books. And it gave me chances to know what I had to do to improve my English ability. It was a nice experience. And next year, I will keep reading if time allows me to do so. (Woo, Narrative writing)*

In case of these participants *Hoo, Young, Hoon, Hwan and Woo* in (65) to (68), they were motivated for reading English books because of their improved sense of English

abilities. However, *Hwan* in (69) and *Bin* in (70) showed different reasons for reading English books.

(69) *I want to read more difficult books next time because they look much more fun than the easy ones I read. (Hwan, Narrative writing)*

(70) *I want to read science related books next time. I know that the words in science books are very difficult to understand, but I would like to try it. I think that kind of books fill my knowledge. I like books which fill my knowledge. (Bin, Narrative writing)*

As shown in the excerpts (65) to (70), most of the participants seemed to be motivated for reading English books through self-directed extensive reading in L2. Some of them were motivated because of their English abilities and others were motivated for the contents of the books. Especially in case of *Hwan* in (69) and *Bin* in (70), it was not easy for them to find interesting English books due to their language barrier. Even in the poor situations for selecting English books, they could manage to get motivated in reading English books because of this project. How to elicit motivation from learners is teacher's first strategy to consider in increasing student participation in L2 reading. And self-directed extensive reading in L2 is an excellent method for that purpose.

5.4. Stepping Forward to be an Autonomous Reader

The final destination of this research is to nurture autonomous readers through self-directed extensive reading in L2, or to help participants to have a positive attitude in L2 reading and become an independent reader in the future. The excerpts in (71) to (75) show

the possibility that they are stepping forward to be an autonomous reader.

(71) *I feel proud of myself because I don't like reading books in Korean but ironically I read English books. I think this is a very surprising thing to me.*
(Young, Post-survey)

(72) *I will read more books because it didn't take such a long time to finish one English book. On top of that, reading English books is fun. Especially, I could get rid of the awkwardness of reading English letters. So I will keep reading.*
(Hoon, Post-survey)

(73) *While doing this project, I could read the books I've always wanted to read. That was because I could have some free time in class for reading. As I didn't need to feel the pressure from the teacher for reading certain books, I was able to read books based on my own plan.* (Hwan, Post-survey)

(74) *I did not read English books. The reason is I don't know many basic words. And this made me pick up easy and basic English books. But If I become a university student and prepare for my world trip, I would read many English books.* (Seok, Post-interview)

(75) *While doing this project, I could know how much I needed to study further. I think I have to practice basic words and grammars again. I will do that by reading English books.* (Seo, Post-interview)

Through the self-directed extensive English reading, the participants have the positive attitudes toward future English reading. Traditional reading approach did not give students many chances to read English books alone. Therefore, it was rather difficult for readers to find the ownership of their own reading. However, the self-directed extensive

English reading gave them opportunities to set up their own purposes for reading, choose their own books, and read selected books comfortably without any pressure for a test. Through this experiences, the participants had confidence and positive attitudes in English reading as shown in (71) to (75). And this is a first step toward being an autonomous reader in the future. Stanovich (1986) argued that the rich (good reader) get richer (read more), while the poor (struggling readers) get poorer (read less): *Mathew Effects* in reading. Through this study, the students showed that they can be richer in reading through self-directed extensive reading in L2.

CHAPTER 6.

CONCLUSION

Chapter 6 presents the conclusion of this study based on the results of preceding analysis. Section 6.1 summarizes the major findings from this study. Section 6.2 proposes pedagogical implications for English reading instruction. Finally, Section 6.3 discusses the limitations of the study and suggestions for future research.

6.1 Major Findings

This study was designed to investigate the feasibility of self-directed extensive English reading in a Korean public high school setting and what reading behaviors and affective characteristics EFL students have through their true inner voices while reading. Therefore, the research was carried out qualitatively to understand their in-depth and authentic opinions and mainly dealt with affective areas of the participants. Eleven high school students participated in this study and they read at least one English book a week for 4 months. To collect the data, two interviews, eight narrative writings and two surveys were conducted. Unfortunately, some participants did not finish the project completely. Two participants had stopped reading English books in the middle of the project for a while. They said that they had been too lazy and felt bothersome from the project. But later they resumed the reading. Except them, nine participants ran the full marathon of self-directed extensive English reading.

The first research question of this study was “What are high school students’ reading behaviors during self-directed extensive reading in L2?” With regard to this question, all

of the participants had positive experiences toward self-directed extensive reading in L2 during this project. They chose the books which they wanted to read on their own will. And the freedom of book selection gave them satisfaction on self-directed extensive reading in L2 because they could control their reading process and feel the responsibility in their reading behaviors. Participants became very comfortable in reading English books through this project, even though they had some fear of reading English books at the beginning. Almost all the participants had no experience of reading English books in self-directed way before, so they felt rather worried about doing this project at first. However, as they began to read books, participants felt familiarity and interest of reading English books. In addition, while they were doing this project, there were two very important exams (midterm and final exams) to them. The participants showed many inner conflicts between reading English books and studying other subjects during the exam period. They thought negatively about reading English books in the first exam period. But the attitudes in the second exam which was around at the last stage of this project were changed into rather permissive atmosphere. It seemed that they got hooked on the “extensive reading bookstrap” (Day & Bamford, 1998). During this study, participants read around 10 books per person. That was quite a large number of books compared to other students in Korean high school. As the number of enjoyable English books increased, participants reported that they felt an improvement in reading speed. They also figured out how to read books more strategically. For example, they learned where to skip the pages while reading and when to read books to raise the attention to books by heart. They showed the scenes of making plans for next reading. Acquiring how to control the reading process by themselves is a very critical element for being an independent reader

in the future. Besides, all of these positive behaviors led them to pave the way for English reading habit.

In relation to the second research question about the affective characteristics of self-directed extensive reading, this project helped participants to naturally shake off the fear of reading English books which they had previously. Furthermore, they showed confidence in reading English books at the end of this project. Based on this confidence, participating students were able to experience the pleasure from reading English books. As a result, they developed positive attitudes toward extensive English reading and approached much closer to the gate for the Secret Garden of Reading (Day & Bamford 1998). In other words, participants were ready to enjoy reading English books by themselves while acquiring the language. They became autonomous readers, which is an idealistic case in EFL situations like Korea. Figure 6.1 (Rodrigo et al., 2014) shows the summarized result of this study.

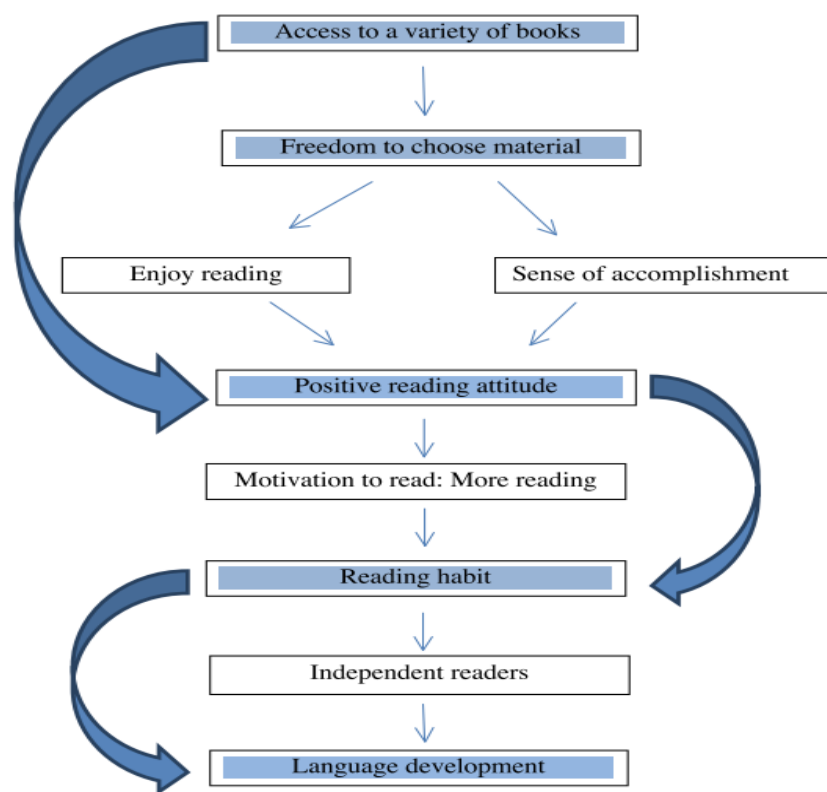


FIGURE 6.1
Model for Developing Reading Habits (Rodrigo et al., 2014. p.86)

According to Figure 6.1, students should be exposed to many English reading materials with freedom of choice. Then they will enjoy reading and have sense of achievement. This process makes students have positive attitudes toward English reading and be motivated to read more. In the end, students will have reading habits through this process, and be independent readers. After all those processes, language development will follow naturally. Figure 6.1 shows the roadmap for self-directed extensive English reading. And the present study also tried to follow the same process.

This study searched for the feasibility of self-directed extensive reading in Korean high school English class by listening to students' true inner voices. It is noteworthy that

all of the participants completed the self-directed extensive reading and were satisfied at that achievement. This emphasizes the possibility of implementing the method in reading class. There have been many relevant researches in and outside of Korea (Bell, 2001; Byun 2010; Iwahori, 2008; Karshen, 2004; Ro, 2013; Suk, 2016; Takase, 2007; Yamshita, 2015). And the present study is also in the same boat. However, the researcher tried to focus on student's self-directedness and autonomy in extensive English reading, minimizing the intervention from teachers. This present study is of help to some extent for beginning a paradigm shift from the typical teacher-centered intensive English reading class in Korean secondary schools to student-oriented extensive English reading class, and it suggests a practical way of how to become independent readers.

6.2. Pedagogical Implication

Most of English reading classes in Korean public schools are teacher-directed or teacher-centered reading classes which usually emphasize intensive sentence-by-sentence translation practices. This means that a teacher usually suggests books to read and activities to do and students just follow the teacher's instructions or guidelines. A teacher sometimes shows off how much he or she can decipher the elements of sentences or how much he or she knows the related vocabulary in front of students. Then the students just write down the words without context and see the teacher's performance. Of course, teacher's reading guide for students is a good approach in reading education. However, the Korean style of teacher-centered reading class did not give sufficient experiences of reading and opportunities for reading English books by students. Ellis (2005) mentioned that successfully instructed language learning requires extensive L2 input. The reason is that, in general, "the more exposure they receive, the more and the faster they will learn."

Therefore, it is necessary to create opportunities for students to receive extensive inputs inside and outside the classroom. Self-directed extensive reading in English is a good way for learners to increase the exposure to English in Korea. This research empowered learners to control their own reading process and through this, they became much more responsible and autonomous. Since Korean public high school students tend to be very passive when it comes to their English study, the researcher worried a lot about the results of this study at first. However, the participants were satisfied with the experiences and they developed confidence in reading English books through this study.

Nowadays, there are a lot of materials that students can use freely for their English study. However, it is impossible to use them without learner's autonomy. Therefore, becoming an independent and autonomous reader is the most essential factor to be a sustained and avid life-long reader. Through this self-directed reading experience, the participants nurtured a positive attitude toward English reading and they will be a life-long English reader. This study was conducted with the students who do not have special talents or strong motivation for learning English. This study tried to explore the true voices from regular students in Korean public schools. The positive results from this study showed the possibility to implement self-directed extensive English reading as a regular English curriculum in the Korean public school system. Karlin and Romanko (2010) argued that if the goal is "to have students feel better about studying English, then isolated course offerings of ER should be sufficient." But if the goal is to boost their linguistic abilities, "curriculum-wide commitment to ER, extended over more than just a single semester, may be necessary" (p. 183). Grabe (1994) also stated that "specific time in the school curriculum should be devoted to pleasure reading, during which teachers read to,

and with, students on a regular basis. Additionally, time must be devoted to developing students' motivation and to turning them into independent readers" (p. 281). In conclusion, it is necessary to ensure time for students to read English books by themselves in and out of class under the official English curriculum. Without it, students cannot experience self-directed English reading by themselves and be independent readers. This study showed the possibility of implementing it in the Korean public school system.

6.3 Limitations of the Study and Suggestions for Future Research

In this study, the researcher tried to explore the affective area of self-directed extensive English reading. While doing this, the linguistic aspects of SDER in L2 was rather ignored. Considering the fact that many students want to learn English for improving the linguistic aspects in Korean EFL situation, the study would be much more compelling with linguistic benefits. This study was conducted with qualitative research methods to see the inner thoughts of eleven participants. Therefore, it is not easy to generalize the result. Especially, the study was conducted with only male students. And high school male students tend to feel bothered when writing something down. So there is a possibility that they just answered the questions insincerely. In terms of research period, four months were rather short. If the research period were longer, the study would have been more credible. As for the amount of reading, participants only read about 10 books for 4 months. This was not enough to change their reading habit completely. Reading more books for much longer period would have helped students firmly build the habit of reading English books. By doing this, they will have good attitudes toward English books and become independent readers in their life. And their English proficiency will improve while they enjoy reading English books.

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APPENDIX 1. Book Report

Book Report (Book Log)			
책제목			
저자명		출판사	
책수준		읽은 페이지수 (총합페이지수)	
읽기 시작한 날 (읽기 종료한 날)		읽는데 걸린 시간	
About the book -간단한 소개글 쓰기 -마인드맵 내용 정리, -인물분석도 작성, -인상 깊은 장면 묘사 -전체 줄거리를 요약, -기억에 남는 구절 쓰기 -글의 내용 패러디 등등			
'Book and Me' (간단한 소감 및 독서 후의 변화, 계획 등)			

APPENDIX 2. Narrative Frames for Self-Directed Reading

Narrative Frames for Self-Directed Reading Class

I have just read a book from the English book-reading class.

While reading the book, I _____

because I _____

The difference between teacher-leading reading classes and this self-directed reading class was _____

I (liked/disliked) this class because _____

In addition, the class was _____
particularly because _____

Furthermore, what I noticed was _____
probably because _____

Another point I noticed was that _____

Next time, while reading, I would like to _____

That's because _____

Overall I think self-directed extensive reading class is _____

This is the end of my story.

(English Version)

Narrative Frames for Self-Directed Reading Class

나는 자기 주도적 영어 읽기 수업시간에 영어책을 읽었다.

책을 읽는 동안, 나는 _____

그 이유는 내가 _____

선생님이 이끄시는 영어읽기 수업과 자기 주도적 영어읽기 수업의 차이는 _____

나는 이 수업이 (좋다/싫다). 왜냐하면 _____

더욱이 이 수업은 _____

왜냐하면 _____

뿐만 아니라, 내가 수업을 하면서 알게 된 것은 _____

그 이유는 _____

또 내가 이 수업을 통해서 알게 된 것은 _____

다음 시간에 나는 _____해보고 싶

다. 그 이유는 _____

전반적으로 나는 이 자기주도적 영어읽기 수업이 _____

여기서 나의 이야기의 끝마칩니다.

(Korean Version)

Narrative Frames for Self-directed Reading

시험준비 기간 동안 영어 다독을 하면서 느낀 점을 솔직하게 써보기
(형식없음..자유롭게 머리속에 생각나는 것 솔직하게 적어보기)

(Free Korean Version)

APPENDIX 3. Survey Questions

1. Pre-survey (Korean/English)

4 개월 동안 Self-directed reading 을 실시할 예정입니다. 영어책 읽기에 대한 다음 질문에 성실히 답해 주시길 바랍니다.

You are going to join the self-directed extensive English reading project for four months. Please sincerely answer this questionnaire on English reading.

1. 이전에 영어책을 스스로 혼자 집에서 읽어 본 적이 있습니까? 있다면, 몇 권 정도 읽었습니까? _____ 권

1. Have you ever read English books before without any help from others? If yes, how many books did you read?

2. 영어책을 무슨 목적으로 읽었나요?(구체적으로)

2. What was your purpose for reading English books? (in detail)

3. 스스로 결정해서 영어책 읽는 것(Self-directed reading) 이 즐거웠나요? 아니면 즐겁지 않았나요? 그 이유는 무엇인가요?

3. Did you feel pleasure while doing self-directed English reading? Or did you not? What was the reason for that?

4. 자신의 현재 영어실력은 어느 정도라고 생각합니까? 그 이유는?

What do you think is your level of English proficiency? And the reason is?

5. 지금 현재 영어에 대한 자신감, 흥미도, 그리고 영어책 읽는 동기에 대해서 적어 주시기 바랍니다.

Please describe how confident you are in English, whether you have interest in the second language, and what motivates you to read English books.

5-1: 자신감:

5-1: Confidence:

5-2: 흥미도:

5-2: Interest:

5-3: 영어책 읽기의 동기 :

5-3: Motivation for reading English books:

6. 그밖에 영어책 읽기에 대해 하고 싶은 말이 있으면 적기 바랍니다.

6. Please write down whatever you want to say about English book reading.

2. Post-survey (Korean/English)

한 학기 동안 자기주도적 영어 다독을 실시 하였습니다. 영어책 읽기에 대한 다음 질문에 성실히 답변해 주시길 바랍니다.

You have finished the self-directed extensive English reading for this semester. Please sincerely answer the questions below.

1. 이 수업에서 몇 권의 영어책을 읽었습니까? _____권

1. How many books did you read in this project?

2. 영어책 읽는 것이 즐거웠나요? 아니면 즐겁지 않았나요? 그 이유는 무엇인가요?

2. Did you feel interested while reading? Or did you not? What was the reason for that?

3. 자기주도적 영어 다독에 대해 전반적으로 어떻게 생각하시나요?

3. What is your general thought on self-directed extensive English reading?

4. 자기주도적 영어다독을 하기 전인, 학기초와 비교하여 현재 영어 다독을 4 개월 하고 난 후, 영어책 읽는 것에 대한 자신감, 흥미도, 그리고 동기에 대해서 적어 주시기 바랍니다.

4. Compared to early days in the second semester four months ago, during which you did not start reading English books extensively, please describe how confident you are in English, whether you have interest in the second language, and what motivates you to read English books.

4-1: 자신감:

4-1: Confidence:

3-2: 흥미도:

3-2: Interest:

3-3: 영어책 읽기의 동기

3-3: Motivation:

4. 그밖에 영어책 읽기에 대해 하고 싶은 말이 있으면 적기 바랍니다.

4. What else do you want to say about English book reading? Please write them down freely.

5. 앞으로 영어책을 어떻게 읽을 생각인가요?

5. How are you going to read English books in the future?




APPENDIX 4. SELECTED-BOOK LISTS

Name	Book title	Author	Publisher	Level
Tae	The Devoted Friend	Oscar Wilde	두엔비컨텐츠	Level 2
	The Young King	Oscar Wilde	두엔비컨텐츠	Level 2
	The Elephant Man	Tim Vicary	Oxford	Stage 1
	Scotland	Steve Flinders	Oxford	Stage 1
	Robin Hood	John Escott	Oxford	Stage 1
	Death in the Freezer	Tim Vicary	Oxford	Stage 2
Hoo	Escape (Oxford Bookworms Starters)	Phillip Burrows	Oxford	Starter
	Robin Hood	John Escott	Oxford	Starter
	New York Café	Michael	Oxford	Starter
Hwan	Harry potter and the sorcerer's stone	Jk Rowling	Scholastic	Intermediate
	Harry potter and the chamber of secret	Jk Rowling	Scholastic	Intermediate
	Harry Potter and the Prisoner of Azkaban	Jk Rowling	Scholastic	Intermediate
	The legend of sleepy hollow	Washington Irving	Compass Publishing	Level 5
	The witches	Roald Dahl	Puffin	Intermediate
	Orca	Phillip Burrows and Mark Foger	Oxford	Starter
	Harry potter and the Deathly Hollow	Jk Rowling	Scholastic	Intermediate
	Harry potter and the order of the Phoenix	Jk Rowling	Scholastic	Intermediate
	Hatchet	Gray Paulsen	Simon & Schuster	Intermediate
	The twits	Roald Dahl	Puffin	Intermediate
	The legend of sleepy hollow	Washington Irving	Compass Publishing	Intermediate
Jung	Charlie and the Chocolate Factory	Roald Dahl	Puffin Books	Hard
	Matilda	Roald Dahl	Puffin Books	Hard
	Horrible Harry and the Mud Gremlins	Suzy Kline	Puffin Books	Intermediate
	What did you do yesterday	Vacqueline Martin	Oxford	Easy
	Horrid Henry's sports day	Francesca Simon	Early reader	Intermediate
	Nate the great and the phony clue	Marjori weinman sharmat	A Yearling Book	Intermediate
	Nate the great and the phony clue	Marjori weinman sharmat	A Yearling Book	Intermediate
Hoon	Cries from the stories around the world	Jennifer Bassett	Oxford bookworm	Normal
	Rainforest	Rowena Akinyemi	Oxford bookworm	Stage 2
	Under the Moon	Rowena Akinyemi	Oxford bookworm	Stage1
	One-way ticket	Jennifer Bassett	Oxford bookworm	Stage1

	The elephant man	Tim Vicary	Oxford bookworm	Stage 1
	Titanic	Tim Vicary	Oxford bookworm	Stage 1
	Ned Kelly(a true story)	Christine Lindop	Oxford bookworm	Stage1
	The Lottery winner	Rosemary Border	Oxford bookworm	Stage 1
Hwa	The legend of Sleepy hollow	Washington Irving	Compass publishing	Level 5
	The Gift of the MAGI	O. Henry	Compass publishing	Easy
	Sinbad	Janer Hardy-Gould	Oxford	Starter
	Arthur and the No-Brainer	Marc Brown	Time Warner	Easy
	The Red Devils	Rob Waring	National Geographic	3000head words
	The Nightingale and the rose	Oscar wilde	Compass publishing	Level 3
	Where people live	Richard Northcott	Oxford	Level 4
	Karen and the Artist	Elizabeth Laird	Person Longman	Beginner
	Huckleberry Finn	Mark Twain	Oxford Bookworms	Stage 2
Bin	Kidnapped	Robert Louis Stevenson	Oxford	Stage 3
	As the inspector said	John Escott	Oxford	Stage 3
	The Last Sherlock Holmes Story	Michael Dibdin	Oxford	Stage 3
	The Omega Files	Jennifer Bassett	Oxford	Stage1
	Goldfish	Raymond Chandler	Oxford	Stage 3
	The Elephant Man	Tim Vicary	Oxford	Stage1
	The witches of Pendle	Rowena Akinyemi	Oxford	Stage1
	Dracula	Bram Stoker	Oxford	Stage2
	The wizard of Oz	L. Frank Baum	Oxford	Stage1
	The phantom of the Opera	Jennifer Bassett	Oxford	Stage1
Seo	The Piano	Rosemary Border	Oxford	Stage 2
	On the Edge	Gillian Cross	Oxford	Stage 3
	Red Dog	Louis De Bernieres	Oxford	Stage 2
	England	John Escott	Oxford	Stage 1
	The white Oryx	Bernard Smith	Penguin readers	Easy
	Farely the Red Panda	Rob Waring	National Geographic	Easy
	Alternative Energy	Rob Waring	National Geographic	Advanced
	Orca	Phillip Burrows	Oxford	Starter
	Drive into Danger	Rosemary Border	Oxford	Easy
	Charlotte's Web	White E.B.	Harper Collins	Intermediate
Seok	Muffy's Secret Admirer	Marc Brown	Time Warner	Basic
	Country Mouse and City Mouse	Aesop	Samsung publisher	Basic

	Bear's Big Ideas	Richard Walz	Random House	Basic
	Wonderful wild animals	Fiona Kenshole	Oxford	Level 3
	Big Egg	Molly Cox	Random House	Step 1
	Curious George: the Kite	Joe Fallon	Boston	Level 1
	Curious George goes to the hospital	Margret Rey	Houghton Mifflin	Normal
	Curious George goes to the beach	Margret Rey	Houghton Mifflin	Normal
	Let's go to the rainforest	Fiona Kenshole	Oxford	Easy
	You are (not) small	Anna Kann	Scholastic	Easy
Woo	Magic tree House: Monday with a Mad Genius	Mary Pope Osborne	Random house	Normal
	Jack and the Giant Bean	Joy Cowley	Compass media	Level 2
Young	George's Marvelous Medicine	Roald Dahl	Puffin	Easy
	The Twits	Roald Dahl	Puffin	Intermediate
	Horrid Henry Rocks	Francesca Simon	Orion Books	Normal
	The Zombie Zone	Ron Roy	A to Z Mysteries	Easy
	Esio Trot	Roald Dahl	Puffin	Easy
	Charlie's chocolate Factory	Roald Dahl	Puffin	Normal
	Civil war on Sunday	Mary pope Osborne	magic tree house	Easy
	Horrid Henry's Joke Book	Francesca Simon	Orion Books	Normal
	BFG	Roald Dahl	Penguin Books	Normal

APPENDIX 5. Samples of Students' Book Log

Book Report(Book Log)			
책제목	GEORGE'S Marvelous Medicine		
저자명	Roald Dahl	출판사	PUFFIN BOOKS
책수준	Easy	읽은 페이지수 (총합페이지수)	90(90)
읽기 시작한 날 (읽기 종료한 날)	9/5 ~ 9/8	읽는데 걸린 시간	하루에 한두시간씩 4일동안.
Profile			
'About the book' -간단한 소개글 쓰기 -마인드맵 내용정리, -인물분석도 작성, -인상 깊은 장면 묘사 -전체 줄거리를 요약, -기억에 남는 구절 쓰기 -글의 내용 패러디 등등	 <p>Name: George Age: Elementary School Feature • Curiosity in anything • Hate her Grand mother • The first person who made a marvelous medicine.</p>		
	 <p>Marvelous Medicine made by George</p> <p>• GOLDENGLOSS HAIR SHAMPOO + TOOTHPASTE + SUPERFOAM SHAVING SOAP + VITAMIN ENRICHED FACE CREAM + DISHWORTH'S FAMOUS DANDRUFF CURE + HELGA'S HAIR SET + WAXWELL + BROWN PAINT + etc...</p> <p style="color: red;">Wow~ So much!!</p>		
	 <p>Name: Grandma Age: ?? Feature • Bad Grandma for George. • She must eat medicine every day, every time • Eating a marvelous medicine.</p>		
	<p style="color: purple;">Fiery broth and witch's brew Foamy froth and riches blue ~</p> <p style="text-align: right;">- A strange chant while he making a marvelous medicine.</p>		
'Book and Me' (간단한 소감 및 독서 후의 변화, 계획 등)	<p>처음으로 영어책을 끝까지 다 읽어 보았다. 매우 흥미있고 소설도 읽어보는 게 영어소설을 읽는다는게 대견했다. 한 번 읽어보니 독해력도 상승한거 같다. 다음에는 소리내서 책을 읽지 않고 '복록'을 하고 싶다.</p>		

Book Report(Book Log)			
책제목	The Jungle Book		
저자명	Rudyard Kipling	출판사	OXFORD
책수준	stage 2	읽은 페이지수 (총합페이지수)	41p.
읽기 시작한 날 (읽기 종료한 날)	12/19	읽는데 걸린 시간	70 minutes
'About the book' -간단한 소개글 쓰기 -마인드맵 내용정리, -인물분석도 작성, -인상 깊은 장면 묘사 -전체 줄거리를 요약, -기억에 남는 구절 쓰기 -글의 내용 패러디 등등	<p>Reading this book as Korean when I was young, I read it as English. Also I had watched a <Jungle Book> movie, I wanted to read this book.</p> <p>The contents of the book and movie were different. Anyway in this story Mowgli, a man's cub, lives in the forest with his friends Baloo, the bear, and Bagheera, the panther, belonging wolves' group. Shere Khan, the man-eating tiger, try to kill him. In the end, Mowgli kill Shere Khan using a herd of buffaloes. And then back to the forest from a village.</p> <p>The author Joseph Rudyard Kipling was the first English writer to receive the Nobel Prize for Literature. It is said that he wrote not only 'The Jungle Book' but also 'The Second Jungle Book'. I wonder what it was.</p>		
'Book and Me' (간단한 소감 및 독서 후의 변화, 계획 등)	<p>Reading 'The Jungle Book', I could feel something new,</p>		

APPENDIX 6. Samples of Students' Narrative Writings

Narrative Frames for Self-directed Reading Class

나는 자기 주도적 영어 읽기 수업시간에 영어책을 읽었다.

책을 읽는 동안, 나는 영어 책을 읽는 것이 생각보다 어렵지 않고 재미도 있었다.
그 이유는 내가 평소에는 책을 자주 읽지 않는 사람이고 어려웠기 때문

선생님이 이끄시는 영어읽기 수업과 자기 주도적 영어읽기 수업의 차이는 _____

자기주도 학습은 아북레드 자기가 원하는 책을 더 자유롭게 읽을 수 있다.

나는 이 수업이 (좋다/싫다). 왜냐하면 평소에는 생각도 안 해봤지만

영어 책을 읽는 것이 나의 영어실력 하상에도 도움이 될 것 같기 때문이다.

더욱이 이 수업은 나를 성실하고 부지런하게 한다.

왜냐하면 귀찮아서 읽지 않은 것도 있는데 그런 부분은 읽어주니까 좋다.

뿐만 아니라, 내가 수업을 하면서 알게 된 것은 나는 책이 어려워보이지만

필경 알겠고 생각보다 쉽다고 느꼈다.

그 이유는 시간도 오래 걸리지 않고 잘 읽혔기 때문이어서 많이 읽을 수 있다.

또 내가 이 수업을 통해서 알게 된 것은 영어책 읽기가 내성적에 도움을 준다.

다음 시간에 나는 조금더 많이 읽어보고 싶다. 해보고 싶다.

그 이유는 시간이 별로 걸리지 않고 재밌기 때문이다.

전반적으로 나는 이 자기주도적 영어읽기 수업이 나의 영어실력

향상과 약간의 재미를 주었다고 본다.

여기서 나의 이야기의 끝마칩니다.

Narrative Frames for Self-directed Reading Class 7

영어 다독을 통해 내가 발전한 면 또는 더 발전해야 할 것 같은 부분 써보기
(형식없음..자유롭게 머리속에 생각나는 것 솔직하게 적어보기)

영어책이다보니 원어면들이 자주 사용되는 속담이나 관용표현이 종종
나올때가 있는데 그럴 때 가끔 해석이 되지 않아 전체적인 이야기의
흐름을 파악하는 데 어려움 겪는다. 그리고 이렇게 해석이 되지
않는 부분이 스토리 큰박에 등장한다면 앞뒤 관계를 따져 흐름을 잡아가지도
어렵다. 한국책도 해석이 되지 않는 부분이 나오더라도 그 부분이
별로 중요하지 않은 부분이거나 뒤에 가서 상황설명이나 보충설명을
통해 내용을 파악할 수 있듯이 앞으로 영어책을 읽을 때에도
너무 작은부분을 이해하려고 하지 말고 책을 좀 더 크게 크게 전개해서
읽는 습관이 필요하다고 생각한다 또한 이렇게 전체적인 흐름을 파악하는
읽기 (독해) 방법을 통해 '수능이나 모의고사에서도 ~~해~~ 내용문제를
풀는 독해를 푸는데 걸리는 시간을 단축할 수도 있지 않을까?
라는 생각은 해본다. 많은 나에게 도움이 되는 활동임에는
无疑이다.

APPENDIX 7. Samples of Students' Survey

Pre-survey (ChoiSeonghee., 2010)

3개월 동안 Self-directed reading을 실시할 예정입니다. 영어책 읽기에 대한 다음 질문에 성실히 답해주시길 바랍니다.

1. 이전에 영어책을 스스로 혼자 집에서 읽어 본 적이 있습니까? 있다면, 몇 권 정도 읽었습니까? 1 권

2. 예전에는 영어책을 무슨 목적으로 읽었나요?(구체적으로)

우연히 영어책인을 읽고

3. 영어책을 고르는 기준은 무엇인가요?

재밌어하는 거 위주로

4. 스스로 결정해서 영어책 읽는 것(Self-directed reading) 이 즐거웠나요? 아니면 즐겁지 않았나요? 그 이유는 무엇인가요?

단어가 어렵지 않고 알아들이면 재밌지만 이 내용이 무슨 뜻인지를 모르면 재이가 못

5. 자신의 현재 영어실력은 어느 정도라고 생각합니까? 그 이유는?

하라고 생각합니다. starter 단계에도 모르는 단어가 많기 때문 이다 .

6. 지금 현재 영어에 대한 자신감, 흥미도, 그리고 영어책 읽는 동기에 대해서 적어주시기 바랍니다.

6-1: 자신감: 낮다

6-2: 흥미도: 중간

7. 그밖에 영어책 읽기에 대해 하고 싶은 말이 있으면 솔직하게 적어주시길 바랍니다.

Post-survey (ChoiSeonghee, 2010)

한 학기 동안 Self-directed reading을 실시 하였습니다. 영어책 읽기에 대한 다음 질문에 성실히 답해주시길 바랍니다.

1. 이 수업에서 몇 권의 영어책을 읽었습니까? 15 권

2. 영어책 읽는 것이 즐거웠나요? 아니면 즐겁지 않았나요? 그 이유는

무엇인가요? 재미는있습니다. 이유는 책 해피포터를 먼저 한글로 읽었는데
영작의 해피포터를 읽으면서 책 자체 좀더 한글로 표현할 수 있는 영어책 쓰기를 얻을수있었
습니다.

3. 자기주도적 영어(Self-directed reading)에 대해 어떻게 생각하시나요?

그럼이 계획을 잘 세워서 읽으면 좋을것같다.

4. Self-directed reading을 하기 전인, 학기초와 비교하여 현재 Self-directed reading을 3개월 하고 난 후, 영어책 읽는 것에 대한 자신감, 흥미도, 그리고 동기에 대해서 적어 주시기 바랍니다.

3-1: 자신감: 옛날에도 영어책을 많이 읽었던적이 있어서 자신감은 항상 높았습니다.
현재도 계속 높은 상태입니다.

3-2: 흥미도: 내가 영어책을 읽으면서 영어책을 읽는게 재미있는 책을 읽었으면 더
재미가 붙을것같다.

3-3: 영어책 읽기의 동기 책이 흥미가 생기거나 되어있거나 글자체가 청량한것이
흥미있게 봐졌을것

4. 그밖에 영어책 읽기에 대해 하고 싶은 말이 있으면 적기 바랍니다.

학기중에 시간이 많이 부족해서 한부분만 책을 읽었는데
시간이 많이 남는 방학에는 책을 여러권 읽고 싶다.

5. 앞으로 영어책을 어떻게 읽을 생각인가요?

쉽고 쉬운 책이 아닌 두꺼운 책을 도전해보고 싶다.

무엇을 읽어도 여유시간이 생기면 그때마다 최대한 읽을것이다.

국문초록

읽기 기술은 오랫동안 한국에서 영어학습자들이 지녀야 할 중요한 언어 기술 중의 하나로 생각되었고 영어교육의 핵심이었다. 그러나 한국에서의 읽기 교육은 지금까지도 학생 중심의 읽기 교육이 아닌 교사 중심의 읽기 교육이다. 그러므로 학생들이 읽기의 즐거움을 인식하는 것은 다소 어렵다. 언어 습득 전문가와 교수자들은 영어 다독이 영어 읽기의 긍정적인 경험과 이를 통해 자율적인 독서자가 되는데 있어서 중요하다고 강조하고 있다. 따라서 본 연구는 한국 공립 학교에서, 학생들이 영어 다독을 경험하기 위한 방법으로 자기주도적 영어 다독의 실현 가능성을 알아보고자 한다. 본 연구는 학생들이 광범위하게 영어책을 읽는 동안 읽기 행동의 변화와 정의적인 측면에서의 변화에 대해서 알아보았다.

11 명의 남자 고등학생들이 본 연구에 참여하였다. 이 연구를 위하여 학생들은 각각 10 권 정도의 책을 자기주도적 방식(스스로 책을 선택, 책을 읽는 과정을 스스로 통제)으로 읽었으며, 4 개월 동안 약 8 개의 서사적 글쓰기를 실시하였다. 그들은 또한 자기주도적 영어 다독을 실시하는 동안, 두 번의 사전-사후 인터뷰와 두 번의 설문지 조사를 실시하였다. 다양한 활동을 통해 수집된 자료는 영어 다독에 대한 학생들의 진정성 있는 생각을 파악하기 위해 질적인 방법으로 면밀히 분석이 되었다.

자기주도적 영어 다독에서 학생들은 자기 자신의 읽기 목적을 스스로 정하였으며, 책 선정에 있어서도 만족스럽게 자신의 책을 스스로 선택하였다.

학생들은 자신이 선정한 책을 책임감을 가지고 그들 스스로의 읽기 계획(읽기 장소, 시간, 읽는 분량 등)에 따라 책임감을 가지고 독서를 실시하였다. 비록 독서를 하면서 학생들은 독서와 학교 공부라는 현실적인 부분에서 갈등하는 딜레마를 보여주기도 하였지만, 잘 극복하고 영어책 읽기에 익숙해지는 모습을 보였다. 학생들은 자기주도적 영어 다독을 통해, 영어책 읽기에 즐거워하는 모습을 보였으며, 책을 읽는 동안 영어 읽기에 대한 자신감을 보여주었다. 이러한 영어 읽기의 경험을 통해 학생들은 읽기의 즐거움에 대하여 발견하게 되었고, 이것은 미래의 자율적 영어독서자가 되기 위한 하나의 발판이 되었다.

본 연구는 한국 공립 학교 체제에서 자기주도적 영어책 읽기에 실시에 대한 가능성을 보여주고 있다. 본 연구는 또한 자기주도적 영어 다독이 전통적인 한국에서의 읽기 교육의 방식에 대안이 될 수 있다는 것을 보여주고 있다. 학생들은 책임감 있게 자기주도적 방식으로 책을 읽을 수 있는 능력이 있다. 따라서 학생들로 하여금 그런 방식으로 읽도록 촉진하는 것이 학습자들이 영어 읽기에 대한 즐거움을 발견하고 미래에 자기주도적 영어독서자가 되는데 더 도움이 될 것이다.

주요어: 영어다독, 자기주도적 읽기, 읽기행동, 읽기의 정의적 특징,

서사적 글쓰기, 자율적 독서가

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